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ABSTRACT

This handbook is designed to illustrate how nine rural schools, along with area postsecondary institutions planned and implemented guidance and counseling programs and to help others similarly situated to do the same. It contains the ideas, strategies, obstacles, and accomplishments of field test sites in diverse geographic areas. This document is organized in the following manner. The introduction describes the parameters of the field test and the methodology behind the development of the handbook. Chapter 1 summarizes the results of the field test across the nine states and covers such topics as these: How did sites go about organizing planning committees?; What roles did the planning committees actually plan in the program planning process?; What unusual problems were there in coordinating program activities?; To what extent did postsecondary and secondary educational institutions cooperate in this endeavor?; How much time on the part of the coordinator is required?; Did the involved sites contribute other resources to the planning process, and if so, what were they? Chapter 2 contains recommendations based upon the results of the field test. Chapters 3-11 are the reports and plans from the nine field test sites. The individual reports and plans are followed by a series of appendixes that contain such items as project interview and reporting forms. (Author/BM)

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Research and Development Series No. 148

FROM IDEA TO ACTION

CAREER GUIDANCE PLANS OF RURAL AND SMALL SCHOOLS

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COOPERATIVE RURAL CAREER GUIDANCE SYSTEM

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FOREWORD

From Idea to Action was developed as part of the Cooperative Rural Career Guidance System, an extension of the *Rural America Series*, to show how nine different rural and small schools in cooperation with their area postsecondary institution planned and implemented comprehensive career guidance programs in a year-long field test conducted by the National Center for Research in Vocational Education.

The sites were chosen because they demonstrated a commitment to the concept of career guidance and represented unique geographic regions of the country.

The nine field site plans contained in this book follow the participating schools through initial planning activities, needs and resource assessment, and implementation procedures of a fledgling career guidance program. Leadership methods and problems, community involvement, adapting survey language to the local population and coordinating efforts between local school districts and regional postsecondary institutions, all form part of the process and, hence, the final plans.

This book provides practical insights into program development for those individuals charged with the planning, development, and initiation of career guidance programs. As such it should be a valuable addition to the career guidance library of the local school guidance counselor.

Robert E. Taylor
Executive Director
The National Center for Research
in Vocational Education

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This book is the result of the cooperation of numerous individuals and educational agencies throughout the United States. The participation of the secondary and postsecondary institutions listed below in the planning of career guidance programs helped to make the book a reality. The individuals at these sites who are also named below were directly involved in the planning of programs, the development of draft materials and the review of final reports. Their contributions to this endeavor are sincerely appreciated. The indirect support and encouragement of other administrators, counselors, educators, and community members at the sites are recognized. The National Advisory Committee, identified after the listing of participating sites, assisted greatly in the conceptualization of the field test design and in the review of the test's progress. Lastly, the efforts of two special contributors are gratefully noted.

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INTRODUCTION

INTRODUCTION

What Is From Idea to Action?

Since 1975, the National Center for Research in Vocational Education has been involved in developing career guidance materials for use in rural and small schools. The National Center, in consortium with the Wisconsin Vocational Studies Center and Northern Michigan University, developed the *Rural America Series*, a set of 16 handbooks that describe how to plan, implement, and evaluate a career guidance program.

In 1977 the National Center and Northern Michigan University were funded by the United States Office of Education (USOE), Bureau of Occupational and Adult Education to conduct a project entitled, "The Cooperative Rural Career Guidance System." The major objectives of the project were:

1. To field test the planning process for a career guidance program as described in the *Rural America Series.*
2. To develop three compendium products to the Series that deal respectively with the concepts of cooperative relationships between schools and business, industry, and labor; training or facilitating others to use the Series; and the results of the field test.

This handbook, *From Idea to Action: Career Guidance Plans of Rural and Small Schools*, is designed to illustrate how nine rural schools along with area postsecondary institutions planned and implemented guidance and counseling programs and to help others similarly situated to do the same. It contains the ideas, strategies, obstacles and accomplishments of field test sites in diverse geographic areas.

Testing or implementing any new innovation or change strategy involves tremendous energy, creativity, trial efforts, successes, failures, modifications, and learning. The experience is usually a significant one for every person involved.

Unfortunately, too often this experience is an isolated one, with few persons outside an immediate project benefiting from the effort. When a similar idea is ready to be tried by a new group, they often duplicate many of the same procedures and products used by innovators before them.

While the experience of "re-inventing" strategies can be a useful learning experience, particularly if time is of no concern, most find that reviewing others' experiences helps sharpen and stimulate their own planning. Time is saved, leaving more opportunities for the really innovative aspects of the project. Thus, *From Idea to Action* was developed.

How to Use the Handbook

The document is organized in the following manner. The Introduction describes the parameters of the field test and the methodology behind the development of *From Idea to Action*. Chapter 1 summarizes the results of the field test across the nine states. It covers such topics as: How did the sites go about organizing planning committees? What roles did the planning committees actually play in the program planning process? What unusual problems were there in coordinating program activities? To what extend did postsecondary and secondary educational institutions cooperate in this endeavor? How much time on the part of the coordinator is required? Did the involved sites contribute other resources to the planning process, and if so, what were they? Chapter 2 contains recommendations based upon the results of the field test. Chapters 3-11 are the reports and plans from the nine field test sites. The individual reports and plans are followed by a series of appendixes that contain such items as project reporting forms.

Table 1 highlights the contents of the site chapters. The reader could select individual chapters based upon interests, needs and similarity to his/her own local site.

TABLE 1

Highlights of Sites Reports and Plans

Chapter	Site	Highlights
3	Pretty Prairie, Kansas	• Planning Committee fully active in program planning not just in an advisory capacity. • Interesting techniques for collecting resource assessment information. • Strong community relations and positive interactions with cooperating agencies.
4	Somerset, Kentucky	• Use of interesting needs assessment instrument. • Issues and considerations in coordinating program across three institutions. • Strong Chamber of Commerce support.
5	East Corinth, Maine	• Problems and issues related to coordinator change. • Interesting local revisions of goal statements from the *Rural America Series.*
6	Crystal Falls, Michigan	• Completion of all parts of the planning phase. • Detailed procedural forms for the planning phase. • Student achievement test with answer key included in chapter.
7	Hatch, New Mexico	• Needs assessment data analyzed by sub-group within the school. • Door-to-door resource assessment by cooperating postsecondary institution.
8	Nelsonville, Ohio	• Use of the state of Ohio's Program Review for Improvement, Development and Expansion of Vocational and Career Education (PRIDE) needs assessment procedure. • Issues and considerations in multiple institution coordination and advisory committee utilization. • Filing format for resource file development. • Assessment of in-service needs.

Table 1—*Continued*

Chapter	Site	Highlights
9	Barksdale, Texas	• Utilization of the Texas Career Education Measurement Series instrumentation. • Initial development and implementation of a career resource center. • Problems and issues related to coordinator change.
10	Cashmere, Washington	• Use of program advisory committee resulting in the development of strong community support. • Development of human and material resources files. • An advisor-advisee program. • Development of a program implementation plan.
11	Brillion, Wisconsin	• Development of career guidance program plan focused on the K-8 level. • Sample community resource survey forms.

A suggested procedure for using the book is to read the Introduction and Chapters 1 and 2. Then the reader should study the individual site reports and plans which appear to be of most interest. The reports and plans are relatively short. Several of the longer reports contain extensive chapter appendices that provide the reader with specific examples of how such activities as sampling community opinions or measuring student achievement were conducted.

The handbook is designed to assist you, the reader, in implementing a career guidance program with a variety of helpful suggestions some of which should be appropriate to your needs.

Premises of the Field Test

When the field test design was developed, four major premises were put forth. The first premise of the test was that rural/small schools might not be able to deliver totally effective career guidance programs by themselves. Widespread community support is needed, and the community must be involved during the initial planning phase not after its conception. It was also thought that postsecondary institution input was valuable in program planning.

The second premise was that a career guidance program should have a coordinator. The program is more organized and effective when one person is responsible for overseeing the entire effort.

A third premise held was that an effective program should be based on locally collected data. Each participating site was required to conduct needs and resource assessments or to use current information from prior assessments.

The fourth premise was that rural schools should have written program plans. Field test sites were required to produce a written plan and report at the completion of the planning process. The plan would outline future activities.

Site Selection

The sites selected had to indicate a high degree of interest in improving their career guidance program. A site was defined as a secondary school and a nearby postsecondary institution where some of the secondary school graduates traditionally attend.

State supervisors of guidance were asked to recommend rural sites that they thought might be interested in participating in the field test. The general rule of thumb used to identify rural schools was the following: the school had a 9-12 grade student population of 500 or less, the community's population was 2,500 or less, and it was located 25 miles or more from a town of 25,000 or more. Where possible state personnel did adhere to the 25-25-25 concept. Identified secondary sites also had to be relatively close to postsecondary institutions.

Rural areas vary in terms of geographic and ethnic mix, socioeconomic status, and amount of business, industry, and labor representation. In an attempt to make the small sample as representative as possible, geographic spread was the factor considered. It was felt that with the major regions of the country represented, some of the other factors would automatically be accounted for. Unfortunately, there was not a site in the deep south.

Through state department recommendations and self-selection (two sites used this procedure), 15 sites that were within the confines of the sampling frame were identified. After discussions with the project director, six of the identified sites declined to participate because of the time frame for the field test. The testing period did not start until the end of March, and the six sites felt that it would be difficult to begin testing a planning process so late in the school year. The test would have conflicted with already scheduled events as well as with normal end of the year activities.

Site Orientation

Once sites were identified, the project director contacted them verbally and in writing. They were asked to complete "agreements" for their participation in the project and to nominate individuals to attend the orientation workshop at the National Center. Two individuals per site—the secondary school representative and the postsecondary representative—were requested to attend the workshop.

Because of the guidance focus of the project most of the local sites sent guidance personnel to the workshop, although this was not mandatory. Two sites did not send representatives to the workshop and in-service training was provided for them on site at a later date.

The purpose of the orientation workshop was twofold. Participants were briefed on field test expectations and were given an orientation to the *Rural America Series*. The basic requirement of the field test was for representatives of the secondary school, the postsecondary institution, and local business, industry, and labor to cooperatively plan a local career guidance program. Specific requirements and suggested procedures for the field test are given in Table 2.

The requirements were written into an agreement that was signed by administrators of local educational institutions and by the project director at the National Center. The *Rural America Series* served as a reference for completing the field test requirements. During the orientation workshop, participants became familiar with the content of the 16 handbooks. It was made clear that the handbooks were to be considered an encyclopedia, and the procedures did not have to be followed word-for-word. Also, if a school had recently completed one of the field test requirements, it did not have to be repeated.

TABLE 2

Requirements and Procedures for the Field Test

Requirements	Suggested Procedures
1. Formation of a Planning Committee	Contact and involve the following individuals: • representatives of business, industry and labor • school staff members • students, possibly • community members Fully involve the committee in planning activities. Keep the planning committee small (N = 10).
2. Conduct a Needs Assessment	State goals or adopt goals. Representative community members rank goals. State subgoals for highly ranked goals. Representative community members rank subgoals. Measure student achievement on subgoals. Compare achievement to suggested standards of achievement. Areas of comparative/low achievement constitute need priorities.
3. Conduct a Resource Assessment	Identify resources. Establish a resource file. Maintain resource file.
4. Develop Behavioral Objectives	Generate objectives based upon needs and resource assessments. Review and revise objectives.
5. Generate a Program Plan	Combine information from all prior steps (1-5) into a program plan. Develop activities to achieve the objectives.

Assistance to Sites

Project staff at the National Center maintained regular contact with the sites. Approximately every two weeks phone calls were placed to the sites by project staff to learn about progress and problems and to provide any needed technical assistance. All sites were visited at least once during the field test period; some were visited up to four times. Each site received a visit at the end of the test as a culminating activity in which future activities were discussed.

National Center project staff assistance was needed in many cases and was deemed desirable. It is not possible to identify what effect the assistance and eventual national recognition (as in this book) might haver had on the results of the test. However, the assistance and initial training were similar to what a state education agency would provide when initiating change. The approach taken by this project is therefore considered to be realistic and generalizable to sites throughout the country.

Description of Sites

As previously mentioned, the sites were geographically diverse and for the most part fit the 25-25-25 rule.

Approximately six of the nine sites met the criteria with the other three either being slightly over the size limit or being slightly closer than 25 miles to a community of 25,000 or more. For the most part the sites were Anglo-American with two sites having 50 percent or more of students with Spanish surnames. The sample, due to lack of southern sites, does not contain any appreciable black representation. The areas also varied in terms of socioeconomic status. Some of the sites have families living near or below the poverty level, while others were more affluent. Table 3 presents a brief description of each of the sites.

Methodology

It might be asked why a case study document is being used to report the results of a year's field test. The field test was more of a technical assistance project than an experiment with treatment and control groups. Even though all had the same basic field test requirements, each site had somewhat unique ways of meeting them. Therefore, case studies describing how different schools completed the planning process were determined to be the best means of reporting the flavor of the field test.

The information presented in this handbook was obtained through a variety of sources. As mentioned earlier, the project staff had continual contact with the sites. Every two weeks the sites were to send the National Center a report of their progress, accomplishments, and problems. During the last two months of the field test, project staff visited each of the nine sites and interviewed individuals involved in the planning process. Program coordinators, planning committee members and administrators, and/or staff members at the sites were interviewed. Interview forms for each group were developed. Across the nine sites the following numbers of individuals were interviewed:

- 13 program coordinators (in some cases coordinators changed or several individuals acted as coordinators)
- 34 planning committee members
- 17 administrators/staff members

The above people represented the secondary school; the postsecondary institution; other local schools; business, industry, and labor; and parents. Approximately three days were spent at each site conducting interviews and generating material for specific site chapters. Generally, the site case study chapters were written on site by the National Center staff with input from site personnel. Chapters were reviewed and finalized by appropriate program coordinators. Each site chapter contains the following sections:

- Site description (demographics and prior career development activities)
- Program coordination
- Committee formation
- Needs assessment
- Resources assessment
- Developing objectives
- Putting it together—the plan
- Initial implementation, if applicable

The field test period was from March 1977 until May 1978. The results of planning efforts during this time and future goals are presented in the remainder of this book.

TABLE 3

Field Test Sites and Site Descriptions

Educational Institution	Location	Ethnic Make-Up of Community	Community Size/School District Size	Nearest Larger Community (Size, Distance)	Prior Career Guidance Program Development	Cooperating Institution
Kansas Unified District No. 311	Pretty Prairie, Kansas	Anglo-American	700/365 (K-12)	Hutchinson (40,000; 25 miles)	• Some prior activities but programs lacked depth and needed greater overall coordination	• Hutchinson Junior-Community College
Somerset Community College	Somerset, Kentucky	Anglo-American	16,000/1400 (K-12) and 1,800 in the college and vocational school		• Numerous individual activities at each cooperating institution, but needed overall coordination and more mutual planning	• Pulaski County High School • Somerset State Vocational Technical School
Hatch Valley Municipal School System	Hatch, New Mexico	Spanish Surname (80%) Anglo-American (20%)	1,000/895 (K-12)	Las Cruces (50,000; 30 miles)	• Some prior activities but more systematic program planning and development needed	• Dona Ana Occupational Branch of New Mexico State University
Maine School Administrative District No. 64	East Corinth, Maine	Anglo-American	1,212/560 (7-12)	Bangor-Brewer (50,000; 25 miles)	• Numerous programs in specialized areas such as home economics and cooperative education, but there was a need to broaden program scope	• Penobscot Regional Vocational School • Bangor Community College
Forest Park School District	Crystall Falls, Michigan	Anglo-American	2,000/505 (7-12)	Marquette (20,000; 75 miles)	• Since 1976 numerous classroom and career guidance activities, but needed to expand scope of program and do more systematic planning	• Gogebic Community College
Hocking Technical College	Nelsonville, Ohio	Anglo-American	5,000/5,000 (gr. 7-12 in 8 cooperating school districts and 2,300 in the college)	Athens (24,000; 12 miles)	• Numerous career development activities in each cooperating institution, but show need for coordination across levels and more cross-systems planning	• Tri-County Career Development Program • Tri-County Joint Vocational School

Table 3—*Continued*

Educational Institution	Location	Ethnic Make-Up of Community	Community Size/School District Size	Nearest Larger Community (Size, Distance)	Prior Career Guidance Program Development	Cooperating Institution
Nueces Canyon Consolidated Independent School District	Barksdale, Texas	Spanish Surname (50%) Anglo-American	50/392 (K-12)	Uvalde (16,000; 40 miles)	• Prior to 1976-77 very limited career development programs due to lack of counseling staff	• Southwest Texas Junior College
Cashmere School District	Cashmere, Washington	Anglo-American (primarily) Mixed Settled Out Migrants (10%)	1,940/500 (7-12)	Wenatchee (17,000; 12 miles)	• Extensive career education curriculum work started in 1972 and now nationally recognized, but wanted to expand career guidance endeavors	• Wenatchee Valley Community College
Brillion Public School District	Brillion, Wisconsin	Anglo-American	2,588/1,005 (K-12)	Appleton (56,673; 22 miles)	• Extensive program efforts at the 10-12 level but limited efforts at other levels	• Fox Valley Technical Institute

CHAPTER 1

RESULTS AND DISCUSSION

When all is said and done the basic question that underlies this entire field test is: What were the participating school sites able to accomplish in the period from late March of 1977 to May of 1978? Answering this question will enable the reader to gain a basic set of perceptions against which the other sections of this chapter can be compared. First, the districts were all able to plan a career guidance program. The planning steps that were followed had been specified in the orientation workshop which site representatives attended in March of 1977.

The specific steps were: formation of a planning committee; needs assessment; resource assessment; the development of behavioral objectives; and finally the generation of a written program plan. The manner in which the sites conducted the steps varied. Some sites used the procedures and materials contained in the *Rural America Series* and the initial workshop in the exact form in which they were presented. Others used modified procedures and materials. Some sites, while following the general process, chose to use instruments and forms other than the ones provided. In some instances sites relied upon data previously collected. Even with these variations, it is apparent that the general process of program planning was feasible for the rural sites in the field test.

All of the districts were able to generate written program plans to some degree of specificity (see Chapters 3-11). Some plans are extensive whereas others primarily represent progress reports of the planning process to date. Numerous factors (e.g., coordinator change, local interest, lack of prior planning experience, district/area size) may have accounted for these differences.

The community involvement and participation by the cooperating institutions in the program planning varied drastically depending upon coordinator rapport with the community, similar past involvement, physical distance, and so forth.

With this background information in mind, the results in program coordination, planning committee selection and use, and specific areas of the planning process will now be presented. The chapter concludes with a brief analysis of the potential implementation of program plans. Supportive data for the results presented came from site reports, field site interviews, and records kepts by project staff at the National Center.

Program Coordination

The coordinator's role is probably the single most important variable to be considered in this field test. The coordinator served as a catalyst in a key, pivotal position. His/her role ideally was to bring together a wide representation of the community in which the educational institution exists. The coordinator then had to meld this group of individuals into a committee that actively and fully participated in the planning of the career guidance program. Project success or failure is largely a function of the coordinator's regular school role, skill, enthusiasm and time.

Thirteen individuals who served as program coordinators or co-coordinators at the nine sites were interviewed regarding their perceptions of the role. The results of these interviews are summarized in Table 1 below. On about an equal basis the coordinators either volunteered for the role or were assigned to it. About half of the coordinators (7 out of 13) had some reluctance to assume the role particularly with regard to the time it might take away from other duties. Five of the coordinators felt that better pre-selection orientation to the role might have helped to overcome any initial reluctance they had. Although not specified in Table 1 five of the nine states changed coordinators during the year. The changes were necessary due to lack of progress or to local staff changes. The impact of this change was that some sites fell further behind schedule and were not able to fully accomplish the tasks described in the Introduction. Other sites, however, reported greater progress with the change in leadership. The number of coordinator changes also points to the need for strong leadership throughout the program's duration.

All of the coordinators had other duties in addition to program coordination. Eight of the 13 coordinators estimated that working 2-10 hours on a per week average was required to coordinate the field test. At most sites only limited local funds and support services were necessary. This latter point was corroborated by local administrators.

In terms of what coordinators liked most and least about the project, the results are quite interesting. As would be expected, most liked the concept behind the project: a basic commitment to comprehensive career guidance in the rural setting. Community involvement and the relationship with the National Center also ranked high.

Apparently many of the educational institutions involved in the field test were not actively engaging their communities in educational activities and planning as much as was desirable. The project may have served as a catalyst in this area. The external agency relationship results may be a further indication of the isolation rural institutions feel. Lastly, the *Rural America Series* and the systematic assessment of needs seemed to be other strong points in the year-long endeavor.

On the negative side, the short time line for the project definitely gave some of the sites difficulty. This result should be compared to the initial perceptions at some sites that too much time would be required for program coordination. Instrumentation, i.e., language and insufficient survey returns, also were problems. And, as anticipated, the paperwork associated with the field test was of concern to several coordinators.

The suggestions for improvement center on two main themes. Five coordinators emphasized the need to start the project at the beginning of the year not in March-April and to move quickly regardless of when the project is started. Further, there was a need for funding, released time for project activities and possibly the use of guidance teams or subcommittees to help with project efforts.

The second suggestion pinpoints the need for both the community and school to have a greater understanding of the project's thrust and underlying concepts as well as a thorough knowledge of existing local programs and activities in related project areas.

The next section of this chapter focuses on how the coordinators selected and involved planning committees.

Planning Committee Selection and Utilization

Table 2 contains a summary of coordinator responses to interview questions dealing with issues related to the planning committee. Table 3 is a summary of interview questions asked of planning committee members.

TABLE 1

Summary of Responses to Coordinator Interview Questions Relating to General Program Perceptions

Numbers in ( ) indicate the coordinators who responded in a specific way out of a total of 13 coordinators.*

Selection into the Role	Initial Perceptions	Suggestions for Improving Selection Process	Impact of Coordinator Change**	Other School Responsibilities***
Volunteered (7). Assigned (6).	• No reluctance to assume role (6). • Too much time (4). • Lack of role clarity (1). • More responsibility (1). • Not trained in counseling area (1).	• No suggestions (1). • Better pre-selection orientation (5). • Announce position at first planning meeting (1).	• No impact or no change (7). • Fell behind schedule (3). • Greater progress (3).	Counseling and Guidance (7). Scheduling (3). Administration (6). Other assorted duties (7).

Local Resources Allocated to the Project	Time Necessary to Coordinate Project	Liked Most About Project***	Liked Least About Project***	Suggestions for Improvement***
• None (3). • Minimum (duplication, refreshments, etc.) (7). • Moderate amount (3).	• 8-10 hours per week (5). • 2-5 hours per week (3). • Less than 2 hours per week (1). • Difficult to estimate (4).	• Concepts behind program or value of program (8). • Community involvement (4). • Relationship with National Center or working with other agencies (4). • Collecting data on student career development needs (2).	• Short time line for project (5). • Language on instruments or insufficient instrument return (3). • Communication paperwork (2). • Assorted other problems (5).	• Start at beginning of year or as quickly as possible (5). • Have funding, released time, and/or use guidance team/sub-committees (4). • Have commitment of school and community (2). • Be aware of existing activities in the district (2). • Know materials (2). • Avoid paperwork (2). • Other suggestions (2).

*Some sites had coordinator changes and/or co-coordinators.
**Five sites had changes of coordinators.
***More than one response per interviewee.

TABLE 2

Summary of Coordinator Responses to Questions Relating to the Planning Committee

Numbers in ( ) indicate the coordinators who responded in a specific way out of a total of 13 coordinators.*

Criteria for Committee Selection**	Reluctance to Participate	Reluctance Overcome by	Extent of Inter-Institution Cooperation	Roles and Responsibilities of Cooperating Institutions
Interest (7)	No (9)	Personal contact (2)	Extensive (4)	Facilitating or implementing planning activities (4)
Community representation (7)	Yes (4)	Selectively limiting amount of time required of committee members (2)	Very limited (5)	
			Limited (2)	Provided information on institution (3)
Other criteria (2)			Moderate (2)	Provided conceptual assistance in the beginning (2)
				None (2)
				Other roles (2)

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*Some sites had coordinator changes and/or co-coordinators.
**More than one response per interviewee.

TABLE 3

Summary of Planning Committee Members' Responses to Interview Questions

Number in ( ) indicate the members who responded in a specific way out of a total of 34 committee members responding.

Selection into the Committee	Reluctance to Participate	Reason for Reluctance	Initial Meeting Activities	Success of Initial Activities	No. of Meetings Attended
Coordinator contact (verbally or in writing) (30)	No (21)	Time demands (9)	General meeting (16)	Good or very successful (17)	8 or more meetings (12)
	Yes (13)	Lack of knowledge or not part of local district (4)	National Center representative made presentation (9)	Okay to poor (13)	6-7 meetings (4)
			Slide presentation (4)	No response (4)	Less than 5 (18)
			Other (5)		

Planning Committee Activity Involvement*	Amount of Involvement	Perception of Committee Role	Liked Most About Project	Liked Least About Project	Suggestions for Improving Project
Needs Assessment (22)	20 hours or less over the year (15)	Full scale involvement (10)	New ideas and *Rural America Series* (20)	Lack of community direction or involvement (14)	More outside support and released time (12)
Resource Assessment (18)	35 hours or more (10)	Advisory in nature (10)	School involvement (12)	Not enough released time (10)	Faster pace or more planning with faculty support (10)
Developing Objectives (12)	No response (9)	Combination of roles (10)	Other (2)	Project jargon (6)	More dynamic leadership (6)
Writing Plans (4)		No response (4)		Other or no response (4)	Use clearer language on forms (7)
Others (3)					Keep committee consistent/small (5)
					More meetings (5)
					Others (8)

*More than one response per interviewee.

As indicated in Table 2, interest and community representation were key criteria used for selecting planning committee members. Both the coordinators and interviewed committee members felt that there was little initial reluctance to participate and most of the concerns of the committee members related to time demands that participation might place upon them rather than on the intrinsic value of the project itself.

The acknowledgements section of this book lists the names of committee members who contributed most extensively to development of their sites' local reports and plans.

Committee size varied from 3-4 members on the low extreme to 10 and 13 members on the high extreme. In numerous cases there were other committee members, but they served in advisory rather than active planning capacities. The working committees are unevenly represented with an overload of educators and too few community members. Across the nine sites there were only 10 community members on working committees and five sites had no community members on their committees. This point will be discussed later in greater detail.

In at least four sites no postsecondary representative is cited on the working committee identified in the acknowledgements section of this book. Indeed, when the fourth and fifth columns of Table 2 are examined it becomes clear that the pattern of institutional interaction was mixed in nature. In some instances extensive cooperation emerged; in others it was limited or even nonexistent. Data are not available to explain this set of events but it is possible to speculate on possible causes. They include: extreme distance (approximately 40 miles or more one way); lack of project progress; limited previous experience or interaction; coordinator change; and locus of control of the project—if the project was centered in one institution the cooperating institutions may not have completely understood the role they were to have played in the project.

Initial committee meetings (Table 3) were general in nature and introduced the community members to the basic concepts underlying the project. More than half of the 34 respondents felt that the initial activities were good or very successful. During the period that the project was in existence, 12 committee members reported attending eight or more meetings. On the other hand, more than half (53%, 18 out of 34) reported attending five or less meetings. Obviously this reflects the fact that some committees were truly active in nature and others were primarily formed for advisory purposes. This becomes more readily apparent when the columns labeled planning committee activity involvement, amount of involvement and perception of committee role, are reviewed. Generally, planning committee activities are related to needs assessment, resource assessment, developing objectives and writing plans but in decreasing order. This fact is partially a result of the harsh time line especially as the project moved toward conclusion. Smaller and smaller groups of individuals worked on the project at that point. It is also a result of the type of activity inasmuch as the committee was primarily asked to review forms for the needs and resource assessments.

The amount of time involvement similarly varied from extensive (over 35 hours) to moderate or very little (20 hours or less). At several sites committees only met twice during the year for 2-3 hours each time. In the latter instance, the role of the committee was totally advisory. This fact is corroborated by the committee members perceptions of the committee's role. Members who cited the committee's role as full scale involvement spent more time on the program while those who spent less time viewed the committee as advisory.

The vast majority of respondents (59%, 20 out of 34) reported liking the new ideas obtained in the project and the *Rural America Series* the most. School involvement in the project was cited as next in importance. However, on the negative side the committee members felt that there was a lack of community direction and/or involvement. This directly correlates with the small number of community members on the working committees. Why this occurred is not totally clear. Some probable reasons include: lack of prior school-community cooperation in program planning; time requirements for planning; coordinator skill in specific situations; a perceived need to involve the community only when concrete programs were ready for review.

Educators on the committee also felt that insufficient released time and jargon or terminology on the survey form were other negative aspects of the project. The most frequently mentioned suggestions for improvement related to released time and more outside support. These suggestions were closely followed by the need for a faster pace and the need for more faculty support. Other major suggestions included: simplifying the language used on forms; getting more dynamic leadership; keeping committees consistent and small; and having more meetings.

All in all the results of the coordinator interview and the planning committee member interview provide much direction for selecting and making the most efficient use of future committees. The generalizability of the results, of course, depends upon the degree to which the reader's school and local situation is comparable or similar to that of the field test schools. To further facilitate comparisons, the results related to various planning steps (needs assessment, resource assessment, etc.) will be discussed below.

Planning Activities

The field test schools were required to complete a needs assessment, a resource assessment, the development of behavioral objectives, and the compilation of a program plan for career guidance based upon the needs, resources and objectives. More specifically, in needs assessment the following steps were suggested to the participating sites:

1. State general career guidance goals or use stated *Rural America Series* goals.
2. Rank the goals by using survey techniques with community members, students, staff members and weigh the responses of each group equally if so desired.
3. State subgoals or use stated *Rural America Series* subgoals only for the general goals receiving high rankings.
4. Rank the subgoals using survey techniques in Step 2.
5. Measure student achievement on the subgoals ranked highest.
6. Compare actual achievement to desired achievement as determined by planning committee. Areas of highest discrepancy are the needs.
7. Prioritize the needs for the development of a program plan.

The *Rural America Series* provided instruments for the measurement steps above. Use of the instruments and even the procedure itself were not mandatory for the participating sites. What was mandatory was that each site must conduct a needs assessment or use data from a recent assessment of needs so that the guidance program would be based on local data.

Similarly, suggestions were also made for the resource assessment process. The following steps were recommended:

1. Identify the local human and material resources through community and school surveys.
2. Develop a catalog of the resources
3. Begin to use the catalog and maintain/update it as it is being used.

As in the case of needs assessments, forms and sample materials were provided for the resource assessment process.

The development of behavioral objectives and program plans were not specified in great procedural detail for the sites, although they all received training on the structure of objectives and planning techniques.

Table 4 contains a summary of the procedures used by the sites to complete each of the four basic requirements of the field test and a description of the degree to which each phase of planning was completed. As is obvious from the table, a mixed set of results was obtained. In needs assessment five sites followed the procedures basically as supplied whereas four others either modified the procedures or used other instrumentation. Two sites did not follow the procedure. Seven of the nine ascertained needs based upon hard data rather than perceptions.

For resource assessment seven of the nine sites followed the series procedures, and the other two expanded already existing procedures. Some sites were developing resource files at the completion of the field test, but most were still identifying resources. Although not fully specified in the table, one site, via the cooperating postsecondary institution, conducted a door-to-door survey and then developed a computerized file of local resources. In both needs assessment and resource assessment many sites modified or altered the sample forms supplied to them.

For developing objectives and program plans the results indicate that perhaps most sites needed more time to fully complete the activities. Moreover due to the press of year-end activities these aspects of planning were done by either the coordinator or small committees. Full scale involvement in them, as verified by responses to the planning committee member interview, was not realized. Lastly, it should be noted that most sites did not develop plans alone—they needed assistance from the project staff at the National Center. This is partly due, perhaps, to limited previous experience in planning and in the generation of written plans.

Table 5 contains coordinators' perceptions of the various planning phases with the exception of the final plan which was accomplished on-site during the time of the last field visit. Clearly the coordinator perceptions parallel the results just described. Timing is a consistent problem cited throughout the coordinator interviews. The degree to which handbooks were useful is in general agreement with the degree to which series procedures and forms were followed. In needs assessment instrumentation the language needs to be improved and several steps possibly could be combined. In resource assessment more personal contacting of community resources and the use of the community in doing surveys would be desirable. Overall, there were limited obstacles encountered in developing objectives.

Other Perceptions of the Project

In addition to interviewing project coordinators and planning committee members, 17 administrators and non-planning committee staff members were interviewed. Their perceptions are summarized in Table 6. Although these individuals were on the periphery of the project, their viewpoints do add some valuable insights into its nature. In general there was a feeling (Column 1, Table 6) staff and administrators needed to be involved more in the project. The respondents did divide almost evenly with regard to whether that should be a major or a minor involvement in the project. They generally felt there was an increase in school-community cooperation and in approximately half the responses they indicated that the program or parts of it would be implemented next year. The other half was uncertain as to whether this would occur. Almost all of the respondents (14 out of 17) were pleased that the district was involved in the project. On the other hand they had concerns related to project timing, the terminology (jargon) used on questionnaires and forms, and something called project fragmentation. This latter occurrence may have resulted from coordinator changes, lack of project progress and so forth. To improve the project they recommended having more released staff time and clearer language on project forms. In general their overall responses seemed to be very favorably disposed toward the project.

TABLE 4

Procedures Used in the Field Test as Derived from Records and Site Reports

Number in ( ) indicates the number of sites using the procedure out of a total of nine sites.

Planning Process	Procedure(s) Used	Degree of Completeness
Needs Assessment	• Used series procedures and instruments basically as is (3). • Used series procedures and instruments but with modifications (2). • Used a mixture of series procedures and other instruments (2). • Relied on past data (1). • Used another procedure (1).	• Very complete through the measurement of student achievement and comparison to standards (7). • Limited student data but extensive community and staff inputs (1). • Brief summary of past efforts described (1).
Resource Assessment	• Used series procedures and instruments basically as is (2). • Used series procedures and instruments but with modifications (5). • Continued or expanded existing resource assessment (2).	• Full or partial resource catalogs or files developed including one computerized file (4). • Surveys in process or completed, but resource catalog not done (5).
Development of Objectives	• Developed by committee or through committee input (4). • Developed primarily by coordinator or very small committee (4). • Not completed (1).	• Fairly complete at end of field test (2). • In process at end of field test (6). • Not completed (1).
Development of the Program Plan*	• Developed through committee input and put together by coordinator (1). • Developed by committee and the coordinator (3). • Not completed (1).	• Program plan beyond initial stages (1). • Program plan in initial stages (7). • Not completed (1).

*In all cases National Center staff helped local sites to develop the final program plans.

TABLE 5

Summary of Coordinator Perceptions of Planning Phases as Derived from Coordinator Interviews

Numbers in ( ) indicate the coordinators who responded in a specific way out of a total of 13 coordinators.*

NEEDS ASSESSMENT

Helpfulness of Series Handbook	Obstacles Encountered in Assessing Need	Suggestions for Improving Needs Assessment
Very helpful (5)	Time (6)	No suggestions (5)
Helpful (3)	Ambiguity of surveys (2)	Combine steps or better timing (3)
Moderately helpful (1)	Questionnaire return (2)	Simplify language (2)
Not helpful (1)	Scoring and tabulation, and finding better instrument (2)	Better instrument (2)
Not used (2)	None (1)	

RESOURCE ASSESSMENT

Helpfulness of Series Handbook	Obstacles Encountered in Assessing Need	Suggestions for Improving Needs Assessment
Very helpful (1)	Time (4)	None (6)
Helpful (7)	None (4)	Use community and community members more for follow-up and follow-through (3)
Not helpful (1)	Lack of community response (2)	More face to face, or personal contact (2)
Not used (3)	Assorted other obstacles (3)	Timing and/or form language (2)

DEVELOPING OBJECTIVES**

Helpfulness of Series Handbook	Obstacles Encountered in Assessing Need
Very helpful (1)	None (7)
Helpful (1)	Relating objectives to need (3)
Moderately helpful (3)	Other minor obstacles (3)
Not helpful (1)	
Not used (7)	

*Some sites had coordinator changes and/or co-coordinators.

**Suggestions for improvement are not listed due to lack of or types of obstacles encountered.

TABLE 6

Summary of the Perceptions of Non-Project Involved Administrators and Staff Members

Numbers in ( ) indicate the number of individuals who responded in a specific way out of 17 individuals.

Greater Staff/ Administrator Involvement	Increase in School-Community Cooperation	Program Implementation Next Year	Liked Most About Project	Liked Least About Project	Suggestion for Project Improvement
Only somewhat (9)	Yes, somewhat (10)	Yes (8)	District involvement in the program (14)	Project seemed fragmented (5)	None (5)
Yes (8)	Yes, major changes (3)	Unsure (8)	Local flexibility (1)	Timing (4)	Better time lines or released time for staff (5)
	Unsure (2)	No (1)	Other (2)	Jargon (3)	Better language on forms (5)
	None (2)			None or other (5)	Other (2)

Conclusions*

By and large, one major conclusion that can be drawn from this field test is that the rural and small schools are capable of planning and developing realistic program plans that can be implemented in their local areas. This is supported by the individual site reports and plans found in Chapters 3-11 and by the data summarized earlier in this chapter. The sites did not conduct the planning process without outside support particularly in terms of technical assistance and advice. The support of an outside agency such as a regional center or state department is necessary for this type of project, even if the outside agency serves only as a sounding board for the ideas of local site personnel. And the planning was not done equally across the sites. This was generally a function of such factors as program coordination, local administrative and staff support, and community involvement.

A second conclusion is that the role of the program coordinator is all important in relation to the success of the planning endeavors. The coordinator establishes time lines, assigns responsibilities, involves the community and staff in planning activities, and serves as the project catalyst. The coordinator has to be dynamic and well organized. Selecting the right individual for the coordinating position is imperative if meaningful plans are to be developed and cooperation is to be fostered amongst diverse groups and agencies.

The third major conclusion is that involving the community and developing good interinstitutional cooperation is more difficult than it would seem on the surface. In many instances in this field test, limited community involvement and institutional cooperation occurred. Some sites were better at developing linkages between groups and individuals due to the coordinator's skill and possibly due to the existence of prior such linkages. Distance was certainly a factor in interinstitution cooperation as was perception of institutional roles in regard to the planning of career guidance programs. In many cases, increased positive cooperation which was desirable just did not take place.

The fourth conclusion is that resource assessment, a vital element of a career guidance program, may take longer to complete than originally anticipated at the start of the project. This seems to be especially true for the development of an easily accessible resource file. Another concern here may be promoting the interest and motivation of school staff members to use and maintain that file. The larger the area to be surveyed the more difficulty this overall task may inherently contain. Some sites chose to use as much community support and input in regard to this phase of the project as they could. This strategy, although employed only twice in the field test, seemed to work.

The fifth conclusion is that time lines must be carefully laid out and adhered to if the planning process is to be satisfactorily completed within one year. Continually, the issue of timing and time lines was cited by all groups interviewed as being a problem area of the project. Released time, perhaps, for key project staff members to accomplish their activities would seem to be a logical way of handling (see Table 1 for time estimates) this problem.

The sixth conclusion is that in dealing with local communities, the length of forms and language used is very important. If terms are obtuse or if it is difficult to determine the meaning and intent of questionnaires it is then difficult to obtain and maintain community involvement. The terms used in some of the sample instruments provided in the *Rural America Series* need to be revised and rephrased into, as one coordinator put it, "aw shucks" language. It should be noted that the concern over terminology was raised by all groups interviewed.

Finally, it is important to note that success only comes from commitment. The overall set of results from this field test are quite positive and thus are a partial reflection of the commitment, concern, interest and effort of coordinators, school staff members, community members and students in nine rural districts who expressed the desire and wish to participate in this endeavor. Their spirit will hopefully guide others as they develop similar programs.

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*Only major conclusions will be drawn from this set of results. The sample used for the study is small and hence the results and conclusions must be viewed with care.

CHAPTER 2

RECOMMENDATIONS TO OTHERS

The value of any field test is not so much in the results obtained but in the way those results can be translated into positive courses of action for others to follow. In this chapter practical recommendations are offered for rural and small school districts to use in developing possible career guidance program plans. The recommendations are the best judgments that can be made at this point in time. They are derived from the set of results of the nine individual case studies described in this text as well as the subjective intuitions of the project staff at the National Center. Application of these generalized findings to other rural and small school sites depends on the specific local situation and its comparability to a cross-section of the nine sites that participated in this study. All recommendations were drawn from across the nine sites.

Rural and/or small school districts that develop career guidance plans must take into account local needs, local resources, the amount and nature of administrative support, potential community interest and commitment to the concept of career guidance, staff interest in the program and so forth. Outside support particularly with regard to technical advice and assistance is strongly encouraged especially if the rural district is highly isolated from other school areas and resources.

The recommendations fall into the categories of program coordination, committee selection and involvement, needs assessment, resource assessment, developing objectives and program plans, and miscellaneous. The recommendations are not prioritized and when appropriate, explanatory comments are included.

Recommendations for Program Coordination

1. *Select the program coordinator very carefully.* Use such criteria as proven leadership ability, familiarity with career guidance and program planning concepts, dynamism, ability to actively and meaningfully involve others in the planning process, organizational and planning ability, familiarity with the local community, and ability to delegate job tasks.

2. *Provide released time for the coordinator and for involved staff.* Work simply cannot be accomplished without sufficient time to do it. Do not make the planning process a duty or set of tasks added on to already existing ones but rather provide adequate released time for the job. Approximately one third released time for the coordinator (see Table 1, Chapter 1) should be sufficient and with lesser amounts of released time for other involved staff at least during the first 1-2 years.

3. *Provide administrative and financial support for developing and implementing career guidance programs.* Administrative support refers to a willingness or an attitude that reflects a genuine interest in and concern for the program and its outcome. Financial

support includes in addition to released time such considerations as limited funds for materials, duplication, secretarial assistance and the allocation of staff development time for project purposes. Note: In Chapter 1 it was indicated that besides released time only minimal support is needed for program planning.

4. *Become familiar with career guidance and program planning concepts before starting the planning phase.* This is important because unnecessary and costly delays might occur early in the project if the direction of the project is uncertain. This may turn off community support.

Recommendations for Planning Committee Selection and Involvement

1. *Recognize that community involvement and support is important and must be included in the planning phase.* Involvement and support can be obtained later but early supporters who know the planning phase from start to finish can help to develop additional support throughout the community.

2. *Select a small working committee that includes community and other educational institution representatives.* Smaller committees consisting of 12 or less people seemed to work best in the field test. The use of advisory committees is all right but not recommended here. They meet too infrequently and for too short a period of time to be of much value.

3. *Select committee members very carefully.* Select community members on criteria such as interest, time available for the program, group represented (business, industry or general community constituency), verbal skill, ability to deal with ideas and ability to cooperate within a tight time frame. Select educational members on criteria similar to those defined above. Select committee members from other educational institutions based upon factors such as those cited above and especially their perceived interest in developing cooperative working relationships among educational agencies.

4. *Establish a reasonable timetable and meeting schedule as quickly as possible.* Failure to do so could lead to apathy and a serious loss of project momentum. Once a month meetings for the whole committee are needed, subcommittees may and probably will meet more frequently.

5. *Make subcommittee assignments quickly so that everyone feels an immediate responsibility.* Community representatives seem to be most comfortable with the resource assessment process and should probably be assigned to this committee. But a personnel mix within subcommittees is ideal so that a variety of individuals and constituencies is represented.

6. *Identify and define the role of the other involved educational institution as quickly as possible.* This serves to maintain interest and involvement. If possible have one or two meetings on the other institution's "turf."

Recommendations for Needs Assessment

1. *Keep all language on forms simple and to the point.* Modify instruments provided in the *Rural America Series* or select others such as that used by the Kentucky site (Chapter 4) or the modifications made by the Maine site (Chapter 5).

2. *Carefully schedule the steps of the needs assessment process.* Realistic timing is important in the needs assessment process. Completing the process helps to expedite the overall planning of the career guidance program. In addition, the maintenance of staff interest and commitment is enhanced by adhering to needs assessment deadlines.

3. *Consider combining two steps such as the ranking of goals and subgoals into one step or using an alternative approach such as that described in Chapter 8.*

4. *Carefully schedule the steps of the needs assessment process.*

Recommendations for Resource Assessment

1. *If the local area is large and/or it has a large number of local resources, only assess part of them in the first year.* Resource assessment can be a vast undertaking so it is better to exercise some discretion at the start of the process. Other aspects of the process such as materials assessment could be done at a later time.

2. *If possible, contact potential resource people in the community in person or by phone.* Personal contacts seem to work best for resource assessment. Community members on the committee could be used to make the contacts or the assistance of community groups could be sought for this purpose. (See Chapter 3.)

3. *Involve students in the resource assessment process.* Students can canvass the area to identify potential resources. Also, they can assist in developing a resource file.

4. *Follow-up on initial contacts to individuals who agreed to serve as resource persons.* This helps maintain interest.

5. *Inform teachers, school staff members, and even students of the availability of the resource file and how it can be used.*

Recommendations for Developing Objectives and Program Plans

1. *For writing objectives, divide the planning committee into two groups—one to develop objectives and the other to review, revise and/or make additions to the list of objectives.*

2. *Make sure that all committee members are aware of the need for a written program plan.* Sometimes this small but important point is overlooked. The plan represents a crystallization of earlier planning phases and as such is a set of guidelines for future action. Written plans also reduce confusion and misunderstanding.

3. *For practical reasons it is best if only one or two individuals (preferably the program coordinator and one other person) assume the responsibility for putting the final plan together.*

Other Recommendations

1. *Recognize that a basic set of support materials is necessary for the planning and development of career guidance programs.* The *Rural America Series* (16 original volumes available

in 1977 and 3 supplemental volumes available in 1978) was provided as a reference for sites involved in the field test described in this text. As reported in Chapter 1, the series was valuable for planning career guidance programs. Other materials suitable for planning career guidance programs can be located through the use of ERIC or by contacting state or regional educational agencies.

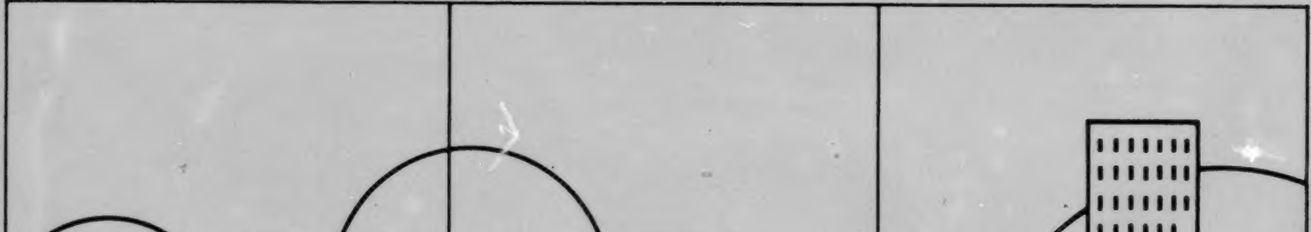
2. *Submit plans to the local board of education.* The plan should be reviewed and approved by the local school board not as a formal binding document but as a guideline for the implementation of a career guidance program and program activities.

3. *Provide external training for key staff members especially for the program coordinator and possibly an administrator.* To find out about training and consultative opportunities it is again suggested that the state education agency be contacted for its advice and direction.

4. *If possible, make provisions for external technical assistance during the planning year.* This can easily be accomplished in most states inasmuch as extensive knowledge and experience has been gained in career guidance over the last 2-3 years. Perhaps a counselor or program coordinator from a nearby district could provide assistance during the planning year on a cooperative basis.

CHAPTER III

PRETTY PRAIRIE, KANSAS



SITE DESCRIPTION

Pretty Prairie is located in the south-central part of Kansas. It is in the southern section of Reno county about 25 miles southwest of Hutchinson. Pretty Prairie is a small, rural community of approximately 700 people. The area around the community is mostly flat, level, farmland used for growing wheat, feed grains and raising livestock.

The school district, Unified School District No. 311 (U.S.D. No. 311), is 208 square miles. There are 234 students in grades K-8 and 131 students in grades 9-12—a total of 365 students. The district employs 54 people of whom 33 are certified employees. The students are about evenly divided between those living in town and those transported by school bus from the country.

Pretty Prairie is located fairly close to two larger cities. Hutchinson, a city of 45,000 population is 25 miles northeast of Pretty Prairie. The cooperating postsecondary school, Hutchinson Community Junior College, is located in Hutchinson. The city has a variety of businesses and industry. These employ some individuals in the Pretty Prairie community.

Wichita is situated about 45 miles southeast of Pretty Prairie and has a population of approximately 275,000. This city also provides opportunities for community members to be employed in occupations other than agriculture.

The present guidance program at U.S.D. No. 311 includes grades 7-12. It has included the use of commercially and locally developed units and materials on career education for some period of time. The present program is not complete enough and lacks the depth and coordination that it would be desirable to have. It is hoped that this project will help to enhance the district's planning capability and introduce new ideas into the present program. Furthermore, the career guidance program provides an opportunity to carefully take a look at the current status of career development activities in the school district.

Program Coordination

The coordination of the program was a relatively straightforward issue with no major problems occurring during the year. The Pretty Prairie School System and Hutchinson Community College had each sent one representative to be trained by rural guidance staff from the National Center for Research in Vocational Education in Columbus, Ohio during the latter part of March 1977. These two individuals assumed that one of them, upon return to Kansas, would become the local program coordinator. The decision to appoint the representative from Hutchinson Community College was mutually agreed upon by both individuals at the Columbus meeting.

In April and May the two persons met on several occasions to determine the make-up and size of the planning committee as well as to plan for and to initiate the first meeting of the committee. This activity and other similar activities will be described in the section entitled **Committee Formation and Community Involvement.**

In late summer of 1977, the program coordinator resigned from her position as Career Education Coordinator for the college. Due to a change in job site location, she was no longer able to continue in her role as coordinator of the rural career guidance program. The Pretty Prairie representative then volunteered for the coordinator's role. The coordinator's duties were in addition to his full-time duties as the only counselor for Pretty Prairie Schools, grades 7-12. It is remarkable that this transition in leadership had no adverse effect on the program whatsoever. Perhaps it is accounted for by the fact that both representatives had known each other for a long period of time and had established a friendly and very good working relationship. All program-related decisions were mutually agreed upon and had been carefully thought out in advance. The new coordinator saw himself as continuing a program which already had a good start.

The commitment of Hutchinson Community College to the program remained quite strong and the Director of Student Services, who already was a member of the Planning Committee, continued to serve in that role representing the college. Over the course of the year, the Director of Student Services has been a regular and full participant in committee activities and meetings. In addition, the college printed numerous copies of forms and other materials for committee use, free of charge; hosted several meetings of the committee; and oriented the committee as well as the staff of the Pretty Prairie schools to some specialized guidance and career services that it has available for use.

It should be emphasized that as a result of the program, the interactions and relationships between the school and the college, while always positive, have been noticeably strengthened. Both the college and the school see the program as being primarily under the jurisdiction and auspices of the school system but with needed and willingly offered support by the college. Positive attitudes and openness on the part of both institutions and their representatives were key factors in attaining this cooperation. In addition, the proximity of the two institutions (less than 25 miles) made it relatively easy for them to work together on a face-to-face basis.

Committee Formation and Community Involvement

In forming the Planning Committee the suggestions of the "Installation Guide Notebook" in the *Rural America Series* were followed. The program coordinator from the community college and the counselor from Pretty Prairie selected the committee. The committee was to have representation from the administration, school board, teachers, students, parents, community, local businesses, and postsecondary school.

The original list of people to contact numbered 11. The coordinator and the counselor contacted them personally and by phone. The field test study and the reasons that their help was needed were explained. Somewhat surprisingly, 100 percent accepted so it was not necessary to contact any people on the alternate list. The reasons for the high percentage of acceptance are probably due to careful selection and prior orientation to the project. A letter was sent to each member confirming acceptance and thanking them for their interest. The selection of the planning committee was completed by April 15, 1977.

The final committee included the following individuals:

- Local guidance counselor
- Career education specialist—Community Junior College
- Dean of student services—Community Junior College

- Chairperson of the local board of education
- Principal of the local high school
- Teacher from the middle school
- Teacher from the high school
- Two students from the high school
- One local business person
- One parent
- Leading citizen to represent the community (former state legislator)
- Personnel director from large factory in the area

The first meeting of the planning committee was held on April 15, 1977 at Hutchinson Community Junior College. This initial meeting was spent introducing and defining the concept of career education. A film on career education was shown to reinforce the need for the program. This meeting was also used to explain the duties and responsibilities the committee would have in the coming months.

The sites of the planning committee meetings varied from meeting to meeting. One time the committee met at a factory and toured it before the meeting. The president of the community college explained their computer program and how it could be used in career guidance when the committee met at the college. When meeting at the local school, the committee meeting was used as a way of informing members of what is locally available in school career guidance and counseling services.

The members of the committee worked together very well. All members were involved in various smaller committees and each contributed their ideas, as well as time and work. The students and their ideas and feelings were often a strong influence on the other committee members.

The attendance at the planning committee meetings was very good and on several occasions the total committee was present. The old adage, "When you want something done, ask busy people," seemed to be true for this committee. The success of the whole career guidance project seems to center around the high quality of the committee and their commitment to the program.

In general, the goal was to have one meeting each month. Aside from holiday periods, this goal was achieved. The time of the month varied due to schedule conflicts among various committee members. In late August, the format of the meeting included a dinner meeting at which a representative from Ohio State University talked to the committee. This meeting was very instrumental in getting the committee started again after the summer break.

Six local news articles on committee and project activities publicized the group's efforts. In addition, information on the program was regularly included in the school newsletter which is distributed to the community at-large. The school faculty was informed of the program at a staff meeting in the spring and their support was obtained prior to the district taking on full program responsibility. Lastly, the committee members were influential individuals in the community and school. They undoubtedly, in an informal manner, discussed the program with others. All of the above factors and events contributed to the program's excellent reception in the Pretty Prairie area.

Needs Assessment

The needs assessment procedure used by Pretty Prairie basically followed the model contained in the "Career Development Needs Assessment Handbook" of the *Rural America Series.* The procedure required approximately eight months to complete although it is now the perception of the program coordinator and numerous planning committee members that needs assessment could have been finished in a much shorter time period. Several factors contributed to the slow pace: (1) the deliberate and considered manner in which the site reviewed each step of the procedure; (2) the "start up—slow down" caused by only meeting once a month; (3) the need, based upon committee review, to revise the questionnaires into everyday language; and (4) the difficulties encountered in developing a key for the student achievement questionnaire included in the needs assessment handbook.

The needs assessment procedure was begun in late spring of 1977. The committee reviewed the general goals questionnaire provided in the handbook and revised the goals into simpler, more straightforward terms. The questionnaire was then administered to all school staff members (N=16) at an in-service meeting conducted in late August. The questionnaires were then given to all 7-12 graders in the system (N=185), planning committee members (N=12), and a selected sample of parents and community members (N=26). The numbers in parentheses represent the returns per group. The total number of returned questionnaires was 239. Across all groups, the rate of return was high with no less than 67 percent return per group. The results were analyzed and 17 general goals were selected for further consideration by the planning committee. The student goals are listed below in Table 1.

TABLE 1

Prioritized Goals

Rank	Question No.	Goal Statement
1	1.	Relate their interests, attitudes, values, abilities and achievements to the planning of their career goals.
2	23.	Accept the responsibilities for their decision-making outcomes.
3	4.	List their personal interests, aptitudes, and qualifications in selecting and assuming career roles.
4	5.	Understand and define their personal values and beliefs.
5	8.	Learn to cope and adjust to various situations to improve relationships in their life's work.
6	26.	Show that career planning is an ongoing process which requires continual learning in a changing world.
7	19.	Understand the necessity to gather, organize and evaluate information for a decision-making process.
8	2.	Understand their physical and mental abilities and potential for change, and can apply this knowledge to career goal setting.
9	25.	Use the skills necessary for securing, maintaining, and/or advancing in various career pathways.
10	14.	Know the ways in which personal needs, roles, and goals relate to occupations.
11	9.	Appraise the variety, qualifications and availability of occupations in the world of work.

TABLE 1–*Continued*

Rank	Question No.	Goal Statement
12	21.	Realize that effective decision-making expands their career role choices.
13	12.	Determine the importance of the basic characteristics, qualifications, and stages of preparation needed to perform in various occupational roles.
14	24.	Consider various ways available for achieving short and long-term educational, occupational, and social goals.
15.	22.	Evaluate their career decisions as they relate to personal values.
16	20.	Use personal and social goals and values in their decision-making process.
17	10.	Compare salary, other benefits, and limitations associated with various occupations.

After ranking student goals, the planning committee divided into two sub-committees—one to continue the needs assessment process and the other to begin the assessment of resources. The needs assessment sub-committee then selected two sub-goals for every prioritized goal from the sub-goals found in the *Rural America Series* handbook. These goals were revised and reworded and then administered in questionnaire format to samples of students, parents, faculty members and others in November of 1977. Small numbers of representative students in grades 7-12 were sampled as were planning committee members, faculty members, business and community people and parents. While the overall rate of return on the sub-goals questionnaire was high in some groups, it was considerably lower than that of the goal questionnaire. The return rate is shown in Table 2.

TABLE 2

Group	Sample	No. Returned	% Return
Planning Committee Members	12	10	83
Faculty	18	14	77
Business and Community Members	10	5	50
Parents	30	13	43
Students	68	68	100
TOTAL	138	110	80

From the 34 sub-goals (two per high ranking goal), 16 sub-goals were selected as most important to groups shown in Table 2. These 16 sub-goals were determined by the sub-committee after they had analyzed respondent results from the sub-goal questionnaire. Table 3 is a listing of those sub-goals in ranked order. The sub-goals then became the basis for testing student achievement.

TABLE 3

Prioritized Sub-Goals

Rank	Question No.	Sub-Goal Statement
1	1.	Students can identify their values and interests.
2	6.	Students can use their knowledge of abilities and interests in planning a career.
3	8.	Students can use good decision-making skills in resolving value conflicts.
4	2.	Students can apply knowledge about themselves to the selection of a career.
5	12.	Students know how to investigate specific occupations.
6	10.	Students can demonstrate proper use of communication with people in making career choices.
7	31.	Students can identify skills necessary for entry, maintenance, and advancement in various careers.
8	16.	Students can explain how a person's qualifications relate to several occupations.
9	27.	Students can identify where and when decisions should be made.
10	34.	Students can show how career planning is a continuous process and is needed at all stages during their lifetime.
11	15.	Students can identify the skills and qualifications required for various occupations.
12	7.	Students can understand the importance of having their own values system.
13	25.	Students can explain how personal values help determine career decisions.
14	19.	Students can recognize sources of information necessary for career decision-making.
15	32.	Students can evaluate the skills needed for life-long career development.
16.	5.	Students can tell how skills learned in school relate to different occupations.

To test student achievement the committee used the questions in the student needs assessment questionnaire contained in the needs assessment handbook. Questions for the specific sub-goals were carefully reviewed and revised. Because the committee found it difficult to develop a key for many of the questions, final preparation of the instrument was delayed. In late March, the test was ready and administered to approximately half of each grade level in the school. The number of students tested per grade level and the average per grade level on the 16-item test is graphed in Table 4. All tabulations were made by the program coordinator and committee members.

TABLE 4

Student Results on the 16-Item Career Development Performance Test

Class	No. Tested	Average for Class
7th Grade	10	4.30
8th Grade	12	5.66
9th Grade	20	7.70
10th Grade	20	6.30
11th Grade	13	8.00
12th Grade	17	8.88
TOTAL	92	6.81

It is interesting to note that the results show a steady progression in knowledge through all the grades with the exception of grade 10. This might be explained by the fact that 10th grade is a normal transition point for students.

After reviewing the total results, the sub-committee looked at the results on a question-by-question basis to identify specific need areas. Eleven questions for which student performance was relatively low were selected as the need areas. The total planning committee then met as a group in two separate meetings to develop objectives for the need areas. Table 5 is a comparison of the ranking of the sub-goals by general questionnaires (administered to a variety of groups) to the rankings obtained on sub-goals based on student test performance. In general, there is moderate agreement between the two sets of rankings. Further, it should be noted that the student sub-goals ranked highest in terms of need or priority are those sub-goals for which student achievement (understanding) was lowest. The 11 lowest student performance sub-goals were selected as need areas for program development in the Pretty Prairie schools.

TABLE 5

Comparative Rankings of Sub-Goals and Need Areas

Sub-Goal No.	Sub-Goal Ranking via General Questionnaire	Sub-Goal Ranking via Student Performance Test*
1	1	4**
6	2	2**
8	3	11**
2	4	10**
12	5	14
10	6	12
31	7	5**
16	8	7**

*Higher rankings (1, 2, 3, . . .) indicate lower student achievement on the performance test.
**One of 11 sub-goals selected as a needs area based upon lower student achievement.

TABLE 5—*Continued*

Sub-Goal No.	Sub-Goal Ranking via General Questionnaire	Sub-Goal Ranking via Student Performance Test*
27	9	13
34	10	3**
15	11	8**
7	12	9**
25	13	1**
19	14	6**
32	15	16
5	16	15

Behavioral Objectives

Once the 11 goals showing the greatest need were identified, the committee proceeded to develop behavioral objectives for them.

The entire planning committee was oriented to behavioral objectives by the local coordinator at a regular meeting. Procedures in the "Behavioral Objectives Handbook" of the *Rural America Series* were followed for the orientation. Practice behavioral objectives were explained before proceeding with the actual objectives.

The committee divided into two groups and each group worked on objectives pertaining to the particular goals assigned to them. The committee completed rough drafts for several objectives under each goal. With the 1977-78 school year drawing to a close, not enough time remains to complete the objectives. It is estimated that it will require approximately three full committee meetings to finalize the behavioral objectives. The first meeting would concentrate primarily on the nature of behavioral objectives and practice writing them. The second and third meetings would be for the initial writing and revision of the objectives, respectively.

Listed below are some examples of the behavioral objectives the planning committee was developing in the spring of 1978.

Examples of the Pretty Prairie Behavioral Objectives for the First 4 Prioritized (Highest Need) Goals

Goal No. 22 (Subgoal No. 25)—Evaluate their career decisions as they relate to personal values.

- Using locally available resources on three careers to explore and determine how personal values and beliefs characterized these careers, the student will list three values and beliefs related to each career.

Goal No. 4 (Sub-Goal No. 6)—List their personal interests, aptitudes and qualifications in selecting and assuming career roles.

- After reviewing K-View materials in the guidance office, the student will name the interests, aptitudes and qualifications of three careers of his/her choice.

Goal No. 26 (Sub-Goal No. 34)—Show career planning is an on-going process which requires continual learning in a changing world.

- After visiting a job opportunity center and asking the manager why people change jobs, the student will be able to give four reasons for job changing.

Goal No. 19 (Sub-Goal No. 19)—Gather, organize, and evaluate information needed for a decision-making process.

- After viewing a film on decision making, the student will list the four main steps in making a career decision.
- The student will gather and organize information on three careers. After reviewing the material the student will list three decisions necessary for going into each career.

RESOURCE ASSESSMENT

In autumn 1977, the planning committee divided into two six-member sub-committees. One committee focused on the procedures for assessing school and community resources. The committee carefully reviewed the processes contained in the *Rural America Series* as well as the sample forms and adopted the series guidelines as the model for the district. The forms from the series were slightly revised before distribution to the various groups. The committee felt that some of the language on the forms (i.e., terms like facilitative resources) would be confusing to parents and other community members, and would probably reduce the return of questionnaires.

The sub-committee also spent some time discussing various community resources that were available to the schools and students. Groups such as the Boy Scouts, 4-H, church organizations and others were considered as potential resources for the school. The sub-committee also discussed individuals who would be good resources for the school and the actual details of the resource assessment process.

The sub-committee spent approximately six meetings reviewing, revising and carrying out resource assessment planning activities. The actual time span for these activities was from late September until early March including holiday breaks. The committee had a problem maintaining momentum and continuity because it met only once a month. In March 1978, forms were distributed to parents, students (grades 7-12), school staff, and community and business members. The intent of the resource assessment sub-committee was to contact all individuals (excluding elementary students) within the area of the Pretty Prairie school district—Unified School District No. 311 in the state of Kansas. The total number of individuals surveyed was 1,161.

The procedures for distributing the forms was, in some instances, rather unique. All 7-12th graders were given the forms to complete in their English classes. This virtually guaranteed a high return from the students. Forms with a cover letter were carried home to parents by students. Students were then reminded on several occasions to have their parents complete and return the forms. The return rate for parents (17 percent) was not very high and probably indicated the need for some sort of face-to-face follow-up.

For the rest of the community, the sub-committee engaged in the following activities: First, they had several articles on resource assessment placed in the local newspaper and in the school district bulletin. Second, the committee enlisted the assistance of the Pretty Prairie Study Club—a local civic organization. The committee, in conjunction with the Study Club, divided the geographic area into sections. Within each section, Study Club members contacted individuals who had not been contacted by other means regarding the resource assessment. The forms were thus hand delivered to these individuals. Completed forms could be returned three ways: by hand delivering the survey forms to the school building; by mail; and by placing the completed forms in "drop boxes" located in the Pretty Prairie Post Office and Public Library. The location of these "drop boxes" was publicized in the local newspaper. To date, the return of forms from business representatives and community members has been disappointing. Although the resource assessment is still on-going, it is doubtful that the rate will increase much. Perhaps face-to-face follow-ups were also needed. Additionally, it should be noted that these preliminary returns indicated that some (possibly many) community members were not willing to offer their time and assistance to the schools.

The numbers of individuals surveyed, as well as the most current returns are summarized in Table 6 below. For those forms that have been received, the district is presently in the process of constructing a file of human resources that the teachers and counselors will be able to use in the career development program. Student help is being used to tabulate results and to construct the resource file. The cataloguing procedure being followed is that described in the *Rural America Series*.

All costs associated with the resource assessment (duplication of forms) were borne by the local district and Hutchinson Community Junior College. The costs were minimal. Lastly, it should be stressed that the thrust of the Pretty Prairie effort in resource assessment focused mainly on human and community resources. The staff resource survey did cover material resources that individual teachers had in their classrooms. This is the area in which the sub-committee felt that the need was greatest.

TABLE 6

Sampling and Return Rate for the Resource Assessment

Group	No. Surveyed	No. Returned	% Return
Students (7-12)	181	151*	83
Staff	30	27	90
Parents	340	58	17
Community Members	600	32	5
Business Representatives	10	4	40
TOTAL	1161	272	23

*Out of 34 seniors only 18 returned their forms. Given that this survey was conducted in the spring that return rate is not unexpected.

PUTTING IT TOGETHER

At press time, the Pretty Prairie planning committee had not reached the point at which its planning activities could be transformed into a plan of action for students. The size of the planning committee and the active and full role it played in planning had both positive and negative aspects. On the positive side, all decisions and activities represented input from all committee members and were fully supported by the committee. A negative aspect was that obtaining full committee support and involvement required more planning time and consequently the committee did not reach its year-end goal.

Many of the committee members have expressed a willingness and interest in continuing the activities of the committee next fall. The preliminary plan outlined below reflects this commitment. Moreover, the coordinator of the career guidance program has received verbal and moral support from the superintendent of schools and the principal of the Pretty Prairie Junior and Senior High School for the continuation of this program planning effort. Partial board support was obtained for this program inasmuch as a board member also served as a planning committee member over the past year. Lastly, the representative of Hutchinson Community Junior College has expressed the college's desire to continue their involvement on the planning committee next year.

The first activity in the autumn of 1978-1979 will be to regroup the planning committee with some change in membership (e.g., matriculating student members will be replaced). A kick-off dinner meeting will be scheduled in September. The present program coordinator will continue to serve in that role. He will make all arrangements for these activities. The kick-off dinner may be sponsored by the community junior college.

The initial committee activities will be as follows: review of this report and draft plan; careful re-examination of the behavioral objectives developed in draft form; and completion of the cataloguing of community resources. These activities are expected to be completed by the end of October. By that time, the committee will also have ranked key behavioral objectives to be achieved on the basis of costs, potential staff interests, available community resources, and potential impact on student by grade level. In conjunction with these objectives target grade levels will be selected.

In October and November, the program coordinator and the school principal will determine faculty interest in participating in program activities. Once this interest and commitment is secured, the coordinator, principal and staff members will begin to develop program plans and activities by grade level for the prioritized objectives. The planning committee will continue to function in an advisory review capacity during this period. It is expected that the district will be able to start pilot-testing these plans as soon as they are completed—hopefully in the second semester of the year. During the second semester, the coordinator will schedule two additional planning committee meetings to review progress and to examine ways in which the program can be expanded.

Lastly, it must be emphasized that there is strong administrative support of and commitment to this course of action. Both the superintendent of schools and the secondary school principal have verbally expressed their great interest in this program and their desire to continue it after the field test period. Thus, the fruits of the planning year are certain to be realized in Pretty Prairie.

CHAPTER IV

SOMERSET, KENTUCKY

SITE DESCRIPTION

The Area and Cooperative Agencies

Somerset, the county seat of Pulaski county, is located in the foothills of the Cumberland Mountains in South Central Kentucky. The city is located 72 miles south of Lexington and serves as the center of a seven county trade area for industry, wholesale and retail trade, health care and health facilities, finance, transportation, agri-business, education and cultural activities.

The city has a population of approximately 16,000. The county, the third largest in Kentucky, is comprised of 653 square miles and 42,300 inhabitants. This area enjoys a diverse industrial base, an active tourist industry, and a productive tobacco cash crop.

The Somerset-Pulaski County field test site for the Cooperative Rural Career Guidance Project involved three educational institutions: Pulaski County High School, Somerset State Vocational-Technical School, and Somerset Community College.

Pulaski County High School, while located within the city limits of Somerset, predominantly serves rural students from a wide geographic area. Most of its student body of 1400 come from farm or non-city families. The high school employs two counselors who assist the faculty with career education and implementation. The school is especially well known for its excellent experience-based programs in distributive education, agri-business and home economics.

The Somerset State Vocational-Technical School is one of six vocational training facilities comprising the Region 14 vocational education district. Enrollment in the school's numerous programs totals over 1,000 students. The school is located in the southern section of the city less than one mile from the Community College. It is situated near the local airport and offers the only aircraft maintenance training program in the state. The vocational school also employs two full-time counselors.

The Somerset Community College, one of 13 colleges in the University of Kentucky College system, has an enrollment of 800. The college is organized into four instructional divisions which offer 12 vocational programs plus general education offerings. Two counselors are employed to handle personal-social and career development counseling, financial aid, job placement, and follow-up. A Cooperative Education Field Specialist and two Vocational Cooperative Education Program Coordinators operate a strong co-op education program in conjunction with college instructional staff.

Prior Career Development Efforts

All three sites have experienced initial starts in career development activities, but do not have coordinated programs. For example, the state's new Career Education Law has given Pulaski County guidelines for program planning and implementation. Also, the three institutions have cooperated prior to the field test project in planning a "Career Day" for high school seniors. However, no real planning scheme was initiated prior to the project. The Somerset-Pulaski County site saw the field test as one way of providing a framework for existing and new career development activities. The systematic planning of area educational agencies and the community should assist school personnel in implementing activities that meet student career development needs.

The following list contains activities which have been conducted over the last several years.

Somerset Community College

1. Employment Seeking Seminar
2. Career Night
3. Career Development Awareness Workshop
4. Human Relations Seminars in Summer
5. Occupational Planning Day with Vocational School
6. Job Placement and Follow-up Program
7. Cooperative Education Values Certifications

Pulaski County High School

1. Distributive Education/Cooperative Education
2. Career Education Planning at Classroom Level
3. Community Representatives Come to School for Career Information (Professional)
4. Agriculture Mechanics Program
5. American Free Enterprise Program
6. Career Day

Vocational School

1. Placement and Follow-Up System
2. Occupational Day with High Schools
3. Educational Tours
4. High School Presentations
5. Cooperative Education
6. Recruiting Movies for Specific Programs
7. Career Information Ideas

PLANNING PHASE

Program Coordination

The three institutions (Somerset Community College, Somerset State Vocational Technical School, and the Pulaski County Schools) became involved in the rural career guidance program through an unusual set of circumstances. Originally, a representative of the Kentucky State Department of Education had contacted the vocational school with regard to its participation in the project. The vocational school was hesitant to accept, because of the amount of time available to devote to the program and program-related activities. At the same time, and on an independent basis, the associate director of the Community College was contacting the National Center for Research in Vocational Education about the possibility of his institution having a role in the national field test of the program. The Center, in conjunction with the State Department, suggested that the two institutions work together on the program and that a local comprehensive rural high school needed to be involved in the program. Shortly thereafter, the three institutions, in consortium, agreed to field test the planning process of the Comprehensive Rural Career Guidance and Counseling System. They jointly felt that for their particular local situation a critical project mass had been attained.

In late April of 1977, two staff members from the National Center visited the site and provided in-service training for the associate director, and a counselor from the Community College, two counselors from the Pulaski County schools, one counselor from the vocational school and one community member. The training lasted two full days, and consisted of a brief but comprehensive overview of the program and resource materials (*Rural America Series*). Expectations for the field test were also explained.

Subsequent to the initial training, the six individuals identified above met as a preliminary committee to deal with the three important issues described below.

- *Program Leadership*—The committee recognized that it would be necessary to appoint or assign one of its members to the leadership role if they were to achieve expected first year program outcomes.

- *Immediate Next Steps*—To get the program "off the ground," would require that planning next steps be a primary concern of the individuals who had received the two days of training.

- *Committee Membership*—The membership of the committee would have to be expanded to include more community representatives in accord with general guidelines established by the National Center. Expanding the membership included making decisions relative to committee size, groups to be represented on the committee, role of the committee and specific individuals who might be considered for committee membership.

Identifying program leadership presented no obstacles to the initial committee as they selected the associate director of the Community College as the local program coordinator and the counselor from the college as the back-up coordinator. These choices emerged from normal small group processes and provided the program with highly visible administrative support and involvement. Moreover, the selection of the associate director reflected his efforts in seeking participation in the program.

After identifying program leadership, the committee decided to view the resource materials and to schedule several meetings so that they could work out their next steps. The following several meetings focused on the potential full membership of the committee, relationships of the program to existing state and local career education/career development activities, utilization of the regionally based state supervisor of career education in the planning process, and getting local publicity for the program. The committee also began to review carefully the needs assessment process including statements of goals and subgoals in comparison to state career education goals. As a result of these meetings, an expanded committee membership was identified and contacted, state assistance with the project was obtained, a goal assessment instrument was selected and administered and a local news release was published.

The committee membership was enlarged to include representatives from local businesses, the Chamber of Commerce, local industries, the regional labor group, the local newspaper, governmental agencies, students from participating institutions, and the original committee members trained in the spring. Specific individuals identified were contacted by both phone and letter and were invited to a full-committee meeting scheduled for the summer. The role of the committee, how it actually functioned, as well as the impact of the early decisions described above, are fully explained in subsequent sections of this report.

Committee Formation/Community Involvement

The Somerset-Pulaski County field test site initial planning committee was formed around counseling/student services personnel employed by the three participating institutions. This was deemed logical because of the guidance nature of the program. The project was initiated with a five-member educational committee representing the three institutions.

This original nucleus of educators soon realized that it wasn't broad enough to represent the scope of community input required by the project. Initial committee meetings were spent proposing possible community members who held positions in the following areas: business, industry, labor, community agencies, media, student leadership, governmental agencies, and the Kentucky Department of Education. Fifteen members from the above categories were chosen, bringing the total project committee to 20.

Members of the original small committee assumed that all 20 members would share equally in the work to be done. Community members, however, preferred to advise and to be advised of work accomplished and not to debate program minutia. Community members felt quite comfortable giving impressions, opinions, and advice from their perspective, but did not wish or feel capable of bringing together such information in a written document.

It was also difficult to find meeting times convenient to the schedules of community members. Most of the meetings were held during the evening. Community member attendance was spotty. Noon and late afternoon meetings were held, but the same attendance pattern persisted. The exception to this general pattern was the Executive Director of the Somerset Pulaski County Chamber of Commerce who consistently attended community meetings.

Through a small grant from the National Center for Research in Vocational Education, a banquet orientation program was provided for community members at a local restaurant. Twelve of the 20 members were able to attend. Two project members from the National Center made a second trip to Somerset, attended the banquet as resource persons, and presented an overview of the project. Committee attendance picked up somewhat following this program, but dropped off again during the months of July and August.

During a special meeting held in Somerset involving Kentucky Department of Education officials it was suggested that community members might best be used via phone consultations on points directly related to their expertise, and perhaps should not be expected to attend committee meetings. This idea proved more conducive to project development.

Another strategy was to develop two sub-committees to deal with the two areas of needs assessment and resource assessment. The lengthy discussions, generation of draft instruments, and other needs assessment activities, encouraged members to recommend moving ahead with community resource assessment, an activity with which they would more easily identify. Thus, two educators proceeded with community members in devising resource forms and other items while four educators concentrated on the more philosophical and "sticky" needs assessment process. This proved to be a very effective strategy.

Another technique was to place time limits on specific agenda items, and limit committee meetings to 75 minutes. The technique encouraged a more "business-like" atmosphere and helped produce better results without damaging collegial human relationships.

A final 10-minute evaluation was also incorporated into each committee meeting to assess its effectiveness. This technique greatly increased committee participation and added a new dimension to the meetings.

Needs Assessment

During Spring 1977, the six initial members of the planning committee met frequently to investigate strategies for conducting the first phase of the needs assessment procedure.

The first task of the committee was to carefully review and develop a needs assessment tool. The booklet from the *Rural America Series* entitled, "Career Development Needs Assessment," and an instrument provided by the State Department of Education, were used in developing the form. The latter instrument was chosen because it not only provided a picture of career development goals that a community and school might find important, but was also compatible with the statewide goals for the Kentucky State Career Education Plan.

The assessment instrument contains 42 items which were considered important in a career education program. (See Appendix A.) The participants were asked to select 20 items which they felt reflected the most important concepts to be developed with students. The random participation was from students, parents, and faculty members from all three sites. Student representatives from all three sites, as well as parents and faculty, provided a broad base for the needs assessment and reinforced the fact that all three sites needed additional support for a comprehensive career guidance program.

The instrument was designed to identify six categories of the State Career Guidance Plan for Kentucky. The six categories are as follows:

- Personal Development
- Career and Occupational Awareness
- Economic Understanding
- Citizenship

- Family Life
- Human Relationships

The way one conducts a needs study effects the end result. The needs study involved some risk and created some resistance. Some of the participants felt that they were being evaluated; others were concerned about making changes, and they were worried about their expectations not being met. One way that the committee handled this situation was to seek representative reactions from all involved groups.

One of the first steps was to determine the purposes of the school district's career guidance program. The committee determined the status of a student's career development and where he/she should be at various grade levels. After the above was determined, the people involved in the needs assessment wanted to know the following:

1. What is the purpose of the needs study?
2. What is expected of us?
3. What changes might result?
4. How much time will it take?

Once the rapport was established and the incentive for participation was discussed, it was then possible to start administering the needs assessment instrument. The instrument was administered to approximately 128 individuals from three institutions with about an 80 percent return (102 returns).

The scoring of the instrument was relatively simple with category scores rather than individual item scores being important. The number of items checked (out of a total of 20 items) in each of the six categories was the basic strategy.

EXAMPLE: If a student selected more statements from the Personal Development category, that would imply that this category was very important, and that he/she has needs in this area.

The returns were analyzed and three areas were determined as having the highest priorities. These areas were ranked in the same order by the respondents from the three insititutions. They are, in order: *Career and Occupational Awareness, Personal Development,* and *Human Relations.* Once the areas were identified the committee developed sub-goals and objectives for the three areas.

By following this course of action, the committee had, in effect, neglected to measure student achievement in the goal/subgoal/objective areas of importance. After discussion with the staff members of the National Center for Research in Vocational Education, the committee decided to backtrack and measure student achievement against the goals, subgoals, and objectives already stated. A subcommittee of the larger committee was formed, and this group then spent a considerable amount of time reviewing existing career education tests and adopting items or developing new test items. Approximately two or more weeks were required to develop the test.

The test was administered to 75 students or 25 at each of the three institutions. The representatives from the educational institutions selected classes that had a broad mixture of students (a junior and senior level civics class at the high school; a freshman-sophomore psychology class at the college; a post-secondary and secondary auto mechanics course at the vocational school). Test results are summarized on the following page.

TABLE 1

Needs Assessment Results
The Measurement of Student Achievement

Question No.	Question Content	Comments/Sites Whose Achievement Was Low*
4	Supply and Demand	Concepts not fully understood/all three sites
5	Supply and Demand	
6	Free Enterprise System	
8	a. Cluster (most misunderstood)	Terms not fully understood/all three sites
	b. Conforming work	
	c. Enterprise	
	d. Technical	
	e. Return on investment	
	f. Investor	
9	Vocational Program/Skill Requirements	–/SVS, PCHS
10	Personal Development	–/All three sites
	Feelings	
12	Life Goals	–/SVS, PCHS
13	Degree Expectations	–/SCC
14	Course Work *not* Stressful	–/all three sites
16	Courses Prepare for Employment	–/all three sites
17	Career Changes	–/SVS, PCHS
19	Letter of Application	–/SCC
21	Education-Skills	–/all three sites
22	Education Key to Success	
23	Sources of Career Information	
Student Need for Assistance		
1.	Consult with counselors	–/all three sites
2.	Talk with people in career field	
3.	Talk with teacher/advisors	
4.	Read occupational literature (handbooks, pamphlets, etc.)	
5.	Direct work experience or training	
6.	Visit and understand Employment Office	

*SVS stands for Somerset Vocational School
PCHS stands for Pulaski County High School
SCC stands for Somerset Community College

The results were extremely useful in developing plans for program activities for the following year. In addition, the planning committee felt that student achievement measurements tended to generally verify the objectives defined earlier. Therefore, the committee decided to proceed with the development of objectives. (See the Developing Objectives Section.)

Resource Assessment

The Resource Assessment Committee was composed of local business persons, educators, State Department personnel, and a representative from the local Chamber of Commerce.

The strategy was to develop a survey instrument that would meet the unique needs of each educational institution and yet remain concise enough to assure usability.

The period of time necessary for developing the form was approximately 3-4 weeks. This period included four meetings for a total of 12 hours of time and additional time spent in the development of the instrument. The major obstacle was to develop an instrument that would be short enough to enhance return while at the same time providing pertinent data for each involved institution.

The vocational school, for example, was mainly interested in locating community work sites in which its students could get "hands-on" experiences. The community college, on the other hand, wanted to identify community resources that could be brought into the college campus as well as "hands-on" experiences. Lastly, Pulaski County desired resources applicable to the entire age range of students in the district that would, hopefully, involve parents as career resources.

Once these issues were resolved and the survey instrument developed, it was mailed to selected business establishments and distributed at the local Chamber of Commerce meeting. (See Appendix C for survey instrument.) The committee had decided to do a limited community resource assessment as its initial venture into this area. Fifty selected businesses and business people were surveyed with an 84 percent return (42 returns). These returns are being analyzed and will shortly be placed in a card catalogue and copies of the file will be distributed to each of the institutions.

One major facet of the resource assessment process that should be noted is the contribution of the Chamber of Commerce. The Chamber had a substantial number of local business persons who provided invaluable information, thus saving the committee a great deal of time and effort.

Developing Objectives

All of the school representatives of the planning committee were involved in the development of behavioral objectives. Once the goals had been identified, committee members wrote draft objectives for each of the sub-goals. Each institution took responsibility for writing objectives for two of the six global areas, and all members then reviewed and critiqued objectives. The behavioral objectives handbook of the *Rural America Series* was used as a reference document by committee members. Copies of the draft goals, subgoals, and objectives were sent to the staff at the National Center for Research in Vocational Education for review and input.

After this portion of the process was completed, the committee realized that the objectives had been developed perhaps too early in the planning process, that is, prior to assessment of student achievement. Therefore, the objectives were held somewhat in abeyance until student achievement was measured.

An achievement test for goal/subgoal areas of importance was developed and administered to students. Achievement results from this were tabulated and analyzed to determine student needs. The results indicated that student needs, identified by the test, were generally in accord with many of the objectives already developed. After some discussion the committee decided that the objectives produced earlier would stand without further modification. These objectives and the goals and subgoals which they address are presented on the following pages. Overall, 20 separate objectives were developed by the planning committee with the idea, that from this list each institution would ultimately select several specific objectives upon which to begin to build a program. These objectives were selected from materials developed in accordance with the Kentucky Career Education Law. Selection would be based upon identified community needs, staff interest, student interests, administrative support, amount of time needed, and funding.

GOALS, SUB-GOALS, AND OBJECTIVES
The Rural Career Cooperative Guidance Project
Somerset-Pulaski County Field Test Site

I. CAREER AND OCCUPATIONAL AWARENESS

GOAL I: Students in the rural guidance program will be given an opportunity to become aware of and develop an understanding of the significant contributions of work and occupations in our society and to develop the appropriate behaviors in decision-making necessary for coping with the ever-changing world of work.

A. *Subgoal:* The student will develop an understanding of job clusters and job families and will become familiar with a number of occupations in each cluster.

Student Performance Objectives

1. The student, after reading descriptions of the 15 USOE career clusters, will select three clusters for further exploration.

2. After exploring three to five selected occupations within each career cluster, the student will be able to define: the elements of each occupation, where persons are employed, qualifications for employment, advancement, outlook,for employment, working conditions, and projected earnings to the satisfaction of the teacher.

B. *Subgoal:* The student will be assisted to develop positive decision-making skills for selecting a career goal.

Student Performance Objectives

1. After reviewing the work role definition for the "data, people, things" concepts, the student will rank the above categories from the most to the least appealing to him/her and explain why.

2. After reviewing the "intellectual, conforming, social, enterprising, realistic, and aesthetic" work environment concepts (as defined by John Holland), the student will rank the six concepts in order of their appeal.

3. The student will review the six levels of work, arranged according to their complexity, authority, training or education required ("higher professional and managerial, semi-professional and managerial skilled, semi-skilled, and unskilled"). After reviewing these levels, the student will rank the levels according to their attractiveness.

4. The student will compare his/her rankings to arrive at a potential career goal.

C. *Subgoal:* The student will develop a basic understanding of the free enterprise system including the need for profits, return on investments, salary structure, and the benefits of this sytem.

Student Performance Objective

1. Each student will receive *The Economy and You* or similar instruction at his/her educational institution.

II. HUMAN RELATIONS AREA

GOAL II: Assist students to develop understanding and awareness of basic human relations.

D. *Subgoal:* The student will become aware of self in relation to his/her interest.

Student Performance Objective

1. The student will identify three interests in which he/she has strong interest.

E. *Subgoal:* The student will discover the importance of communication skills through group and individual counseling experiences.

Student Performance Objectives

1. Students will, through role-play situations, discuss and evaluate the following communication forms: words, silence, facial expression, gestures, and attitudes.
2. Through role-playing, the student will demonstrate awareness of human relations skills.
3. Each student will be provided an opportunity to evaluate and make statements about their lives in a systematic, on-going way through the assistance of an appropriate instrument.

F. *Subgoal:* The student will demonstrate problem-solving techniques related to human relations problems.

Student Performance Objectives

1. The student will understand the forces that affect their decisions and their ability to solve problems through group discussion.
2. The student will identify their own personal strengths and values through planned problem-solving discussion.
3. The student will identify problems he/she may or may not be able to do anything about through individual or group counseling.

4. The student will learn and identify the processes and values involved when a group must solve a problem involving its own members.

III. PERSONAL DEVELOPMENT

GOAL III: Provide students skills in the basic fundamentals of learning, decision-making, self-expression, and creativity.

G. *Subgoal:* Assist the student in recognizing education in the basic skills as preparation for work.

Student Performance Objective

1. The student will identify the educational experiences, work responsibilities, and personal traits needed for a subject-area related occupation.

H. *Subgoal:* Assist the student in relating the decision-making process to education and/or career possibilities or choices.

Student Performance Objectives

1. The student will demonstrate the steps in the decision-making process for solving everyday problems, such as occupational choices, by gathering information on alternative occupations.

2. The student will select course work that is consistent with his/her tentative career direction.

I. *Subgoal:* Provide the student a positive environment to understand himself/herself and to develop positive self-concepts.

Student Performance Objectives

1. The student will demonstrate in open discussion with peers or counselors a number of given personality traits which can influence his/her future, the effects of temperament on employment opportunities, and peer relationships.

2. The student will develop a personal plan for improving his/her self-concept.

PUTTING IT TOGETHER

To develop the preliminary plan for use at the three sites the planning committee (school members, in particular) devised a rather unique strategy. Using a set of guidelines, sent by the staff from the National Center for Research in Vocational Education, the planning committee devised an open-ended form for use by representatives of the three educational institutions. The form entitled, "Programmatic Activities," contains the following topical headlines (with additional explanatory information in parentheses) shown below.

What will happen?	(Brief activity description)
When?	(Activity initiation through completion)
Who?	(Whoever will be responsible for seeing that the planning and implementation of the activity does occur)
What resources?	(Whatever physical resources, e.g., media, materials, classroom facilities, and what human resources, e.g., classroom instructors, counselors, students, are necessary for the activity to be implemented)
Evaluation	(Refers to such variables as numbers of students served, feedback from students, faculty, and others; student self-reports on checklists, achievement tests; and so forth)

Each site representative (or representatives) then developed program ideas to agree with the goals, subgoals and objectives delineated earlier and in accord with the particularized nature of the site. The activities for the high school and the community college are summarized in the chart entitled, "Preliminary Guidance Plan." Initial program ideas for the vocational school are listed on the programmatic activities sheet that is found on page 64.

Several aspects of the plan are important to note. First, the plan is a preliminary one and represents the planning efforts to date of the cooperating institutions in the Somerset area. As a preliminary plan, it is subject to revision. Secondly, the plan is, as noted earlier, on a per site basis. Each site individually developed program ideas based upon the needs assessment, and objectives generated for the program, and perceptions of special localized considerations such as potential staff interest and administrative support. The sites will initially be implementing these plans on an individual basis. Some consideration has been given to cross site activities. This is particularly true of the "peer pairing" or "buddy" program in which community college or postsecondary vocational students pair up with high school students to describe their experiences. This has the potential of combining student resources in a meaningful and excellent way.

In addition, the three institutions have established a strong cooperative working relationship. The rural career guidance program was one means of enhancing the interaction of the three institutions with regard to program planning. The prior interactions had been strong and positive but generally had not been in the area of planning. This effort, then, is seen as filling a vital need across the institutions.

PRELIMINARY CAREER GUIDANCE PLAN (1)

Somerset Community College
Student Career Ladder—Lattice Program

Goal	Subgoal	Objective	Activities	Person Responsible	Resources	Time	Evaluation
Student will be given an opportunity to become aware of and develop an understanding of the significant contributions of work in our society and to develop the appropriate behaviors in decision-making necessary for coping with the ever-changing world of work	The students will develop an understanding of job clusters and job families and will become familiar with a number of occupations in each cluster	After narrowing their career choice to one career cluster, freshman students will explore one occupation within the cluster with assistance from their faculty advisors	1. Interest, attitude, and aptitude tests will be administered to freshmen students	Counselor/ faculty advisor	Testing materials	Summer, 1978	Number of students tested
			2. Based upon the results of the tests, various resources and conversations with the faculty advisors, each student will select one career cluster that interests him/her	Faculty advisors	Filmstrips, films, booklets, pamphlets	Fall, 1978	Number of students selecting one career cluster
			3. Students will take part in appropriate exploratory activities such as short paid or unpaid work experience for one occupation within the career cluster. This activity will be a part of classroom assignment.	Faculty advisors/counselor/division head	Community persons	Fall, 1978	Number of students entering and completing a career exploratory experience

PRELIMINARY CAREER GUIDANCE PLAN (2)

Somerset Community College

Career Resource Center

Goal	Objectives	Activities	Person Responsible	Resources	Time	Evaluation
To plan and develop a career resource center	1. To review literature regarding the development and operation of career resource centers	1. Identify appropriate documents to review	Counselors	ERIC/CE National Center for Research in Vocational Education	Spring, 1978	
		2. Review documents and abstract appropriate information	Counselors		Spring, 1978	
	2. To visit appropriate career resource centers	1. Identify and contact community colleges and universities in Kentucky	Counselors/Co-op Ed Field Specialist	Kentucky Personnel and Guidance Association	Summer, 1978	
		2. Visit identified field sites with predetermined questions and things to look for	Counselors	U K Community College system staff Questionnaire checklist	Summer, 1978	
	3. To identify space for center	1. Explore existing building space	Counselors		Spring, 1978	
		2. Explore space in new learning resources center	Counselors		Spring, 1978	
		3. Decide on appropriate space	Counselor/learning resource center coord./director of college		Summer, 1978	
	4. To develop the career resource center	1. Plan physical arrangement of center	Counselors	*Career Resource Centers*	Fall, 1978	
		2. Select and order materials to be placed in the center	Counselors/Co-op Ed Field Specialist	Resource directories	Summer, Fall 1978	

PRELIMINARY CAREER GUIDANCE PLAN (3)

Somerset Community College

Career Resource Center

Goal	Objectives	Activities	Person Responsible	Resources	Time	Evaluation
		3. Decide upon staffing arrangements and responsibilities	Counselors/financial aid coord./ college director	College budget information. Information on work study funds allocated to college for 1978-1979.	Fall, 1978	
	5. To conduct faculty and student orientations	1. Conduct general faculty orientations	Counselors		One month after completion of center	
		2. Conduct individual division presentations	Counselors		Two months after completion of center	
		3. Conduct freshman student group orientations	Counselors/Co-op Ed Field Specialist		Summers	

PRELIMINARY CAREER GUIDANCE PLAN (4)

Somerset Community College

Buddy System for Career Development—Pilot Program

(Three Site Arrangement)

Goal	Objective	Activities	Person Responsible	Resources	Time	Evaluation
To assist students in developing an understanding and awareness of basic human relations.	1. To conduct student career interest surveys at three sites	1. Identify or develop appropriate instrument	Counselors	ACT Program Material	Summer, 1978	
		2. Administer instruments	Counselors, selected faculty		Fall, 1978	
To plan and develop a "Buddy System" among the students of Pulaski County High School, Somerset Vocational School, and Somerset Community College that promotes accurate career information, comprehensive career explanation, and productive human relations.	2. To select ten students from each site to participate in pilot program	1. Review completed survey instruments for career cluster choices	Counselors, selected faculty		Fall, 1978	
		2. Interview and select individual students for program participation	Counselors, selected faculty advisors		Fall, 1978	
	3. To match common student career interests at three sites	1. Arrange career information sharing sessions for selected students	Counselors (as facilitators)		Fall, 1978	
		2. Identify definite "buddies" and faculty advisors	Counselors as faculty advisors		Fall, 1978	
		3. Develop specific student objectives for career exploratory experiences	Faculty advisors		Fall, 1978	

PRELIMINARY CAREER GUIDANCE PLAN (5)

Pulaski County High School

American Free Enterprise Program

Goal	Subgoal	Objectives	Activities	Person Responsible	Resources	Time	Evaluation
Students will be given an opportunity to develop an understanding of the significant contributions of work and occupations in our society and to develop the appropriate behaviors in decision-making necessary for coping with the ever-changing world of work.	The student will develop a basic understanding of the free enterprise system including the need for profits, return on investments, salary structure, and benefits of this system	Students will be able to describe major free enterprise terms and concepts	**Counselor/Teacher Activities**		Testing materials	Fall, 1978	
			1. Test juniors in high school on knowledge of free enterprise system	Teacher			
			2. Select three-four students to attend seminar in Lexington sponsored by the University of Kentucky, the Rural Electrical Cooperative, and other businesses	Teacher/ Counselor			
			Student Activities				
			1. Selected students attend seminar	Selected students			
			2. Selected students, with teachers' assistance, present to fellow students information gained in seminar	Student/ Teacher			
			3. Take tests on basic concepts and terms of the free enterprise system				

PRELIMINARY CAREER GUIDANCE PLAN (6)

Pulaski County High School

Career Cluster Investigation

Goal	Subgoal	Objectives	Activities	Person Responsible	Resources	Time	Evaluation
Students will be given an opportunity to become aware of and develop an understanding of the significant contributions of work and occupations in our society and to develop the appropriate behaviors in decision-making necessary for coping with the ever-changing world of work	The student will develop an understanding of job clusters and job families and will become familiar with a number of occupations in each cluster	After exploring three to five selected occupations within each career cluster, the student will be able to define the elements of each occupation, where persons are employed, qualifications for employment, advancements, outlook for employment, working conditions, and projected earnings to the satisfaction of the teacher	**Counselor/Teacher Activities**		Have not been determined at this time	Fall, 1978	
			1. Teachers will become more familiar with career clusters and their relationships through inservice sessions	Counselor			
			2. Teachers will infuse discussions of appropriate career clusters into their classes	Teacher			
			Student Activities				
			1. Students will participate in classroom activity in which they explore occupations within each cluster	Teacher			
			2. Students will write papers on occupations in each cluster	Student			

PRELIMINARY CAREER GUIDANCE PLAN (7)

Pulaski County High School

Leisure Activities: Lifestyle and Career Development

Goal	Subgoal	Objectives	Activities	Person Responsible	Resources	Time	Evaluation
Assist students to develop understanding and awareness of basic human relations	The student will become aware of self in relation to his/her interest	Students will identify at least one leisure activity and participate in one small group activity	**Counselor Activities**			Fall, 1978	
			1. Identify persons (teachers, parents, community members) who would be available to teach leisure activities	Counselor			
			2. Contact above persons	Counselor			
			3. Schedule leisure activity programs	Counselor/ Administrator			
			Student Activities				
			1. Select programs of interest	Student			Interaction with instructor; enthusiasm about program
			2. Participate in programs	Student			
			3. Conduct programs	Resource Person			Interest of students; necessary equipment, materials, etc.

COOPERATIVE RURAL CAREER GUIDANCE PROJECT

Programmatic Activities

INSTITUTION: **Somerset State Vocational/Technical School**

1. PROGRAMMATIC ACTIVITY TO ACHIEVE OBJECTIVES:

What will happen:	Employability Assessment Program: This program will be used to assess the employability skills of our students as they are ready to enter the world of work.
When:	(initiation/completion) August, 1978–June 30, 1979
Who:	Counselors with instructors
What resources:	COATS Assessment System, films, consultants
Evaluation:	Employer follow-up

2. PROGRAMMATIC ACTIVITY TO ACHIEVE OBJECTIVES:

What will happen:	Placement and Follow-up Program: This program will provide vocational education students of Region 14 with assistance in acquiring employment at the end of their training.
When:	(initiation/completion) August, 1978–June 30, 1979
Who:	Industrial Coordinator, Region 14
What resources:	State Plan of Placement and Follow-up
Evaluation:	Initial and two-year follow-up

INITIAL IMPLEMENTATION

As a result of the planning phase of the program, Somerset Community College and the Pulaski County High School have already established a schedule for the continued development of program activities from the previous year. The counseling staff of the college will, over the late spring and through the early summer, expand their initial planning of the Career Ladder Lattice Program as well as the Career Resource Center. By late summer or early fall the staff intends to have enough details of these programmatic thrusts worked out so that they can be implemented on at least a trial or pilot basis. It is a possibility that the Career Resource Center will be housed in the new student library facility being constructed on the campus of Somerset Community College. Other existing campus facilities are also being considered. In Autumn 1978, the high school wants to expand the impact of the American Free Enterprise System program described in their plan. The three or four students who participate in this program will, upon their return to the school, form a panel that visits classrooms and discusses with other students the types of knowledge gained from the experience. The high school counselor will coordinate and schedule this activity.

In the preliminary plans developed by the three sites, other program ideas were described. Depending on available time, these may be implemented on a trial basis during the coming year.

All activities that are started will be evaluated and modified over the course of the year. The next year then should be viewed as an experimental one with regard to program implementation.

APPENDIX A

Sample Needs Assessment Instrument and Scoring (Profile) Instructions

SAMPLE NEEDS ASSESSMENT

The following list contains 42 items which may be considered as important in a career education program. Please select the *20* items which you feel reflect the most important concepts to be developed with students. Please indicate your choices with an X in front of the appropriate numbers.

☐ 1. To assist students to approach tasks with a feeling of "I can"

☐ 2. To assist students to understand a wide variety of occupations in the community, state, and nation

☐ 3. To assist students to understand the relationship between the concepts of supply and demand and the national economy

☐ 4. To assist students to understand the importance of the roles they play at home, at school, and in the community

☐ 5. To assist students to understand that the attitudes learned in their families will effect their attitudes toward family life and parenting in the future

☐ 6. To assist students to become sensitive to the needs and feelings of others

☐ 7. To assist students to understand their feelings and find emotionally healthy ways to deal with those feelings.

☐ 8. To assist students to develop positive attitudes toward themselves as future workers

☐ 9. To assist students to have a basic understanding of the producer-distributor-consumer relationship in our society

☐ 10. To assist students to understand that the interdependency of people sometimes requires effective compromise

☐ 11. To assist students to recognize the importance of the roles they play in their families

☐ 12. To assist students to understand the importance of the family as the first and primary learning environment in which one participates

☐ 13. To assist students to understand the individual differences of people

☐ 14. To assist students to perform the fundamental skills of reading, writing, and arithmetic

☐ 15. To assist students to develop means of self-expression and creativity

☐ 16. To assist students to develop the realization that all honest work is important and of value to our society

☐ 17. To assist students to have a general knowledge of the economics of family living

☐ 18. To assist students to view themselves as productive members of society

☐ 19. To assist students to respect and accept other people

☐ 20. To assist students to become familiar with the decision-making process

☐ 21. To assist students to understand that the rapid technological changes taking place in our society may affect the occupations of the future

☐ 22. To assist students to understand that our economic system influences work opportunity

☐ 23. To assist students to understand the importance of the family as a basic unit in the structure of our society

☐ 24. To assist students to develop the social skills necessary for getting along with age-mates and adults

☐ 25. To assist students to develop skills and attitudes necessary for life-long personal health/maintenance

☐ 26. To assist students to understand the concepts of job clusters and job families

☐ 27. To assist students to understand how one's values, interests, and life style determine how one spends money

☐ 28. To assist students to understand the importance of family life in the development of the individual

☐ 29. To assist students to understand the need for positive relationships with others

☐ 30. To assist students to develop and maintain positive attitudes toward learning

☐ 31. To assist students to become more responsible in their relationships with other people

☐ 32. To assist students to understand that the family is important in meeting the security needs of the individual—both physical and emotional

☐ 33. To assist students to recognize that others have similar problems and concerns

☐ 34. To assist students to relate the decision-making process to educational and/or career possibilities or choices

☐ 35. To assist students to understand that our economic system structures incentives for people to work

☐ 36. To assist students to appreciate the contributions that individuals from other cultures have made to our way of life

☐ 37. To assist students to resolve problems with others

☐ 38. To assist students to understand the basic duties and responsibilities of parents or others responsible for the care of children

☐ 39. To assist students to apply decision-making skills to real or simulated situations related to career choices

☐ 40. To assist students to understand the society enacts laws to protect the individual as a producer and as a consumer

☐ 41. To assist students to understand the effects of society upon the behavior of individuals

☐ 42. To assist students to recognize that people are dependent upon each other

PROFILE SHEET INSTRUCTIONS

The responses you have made to the items included in this survey correspond to the different areas of career education emphasis in the Career Education Act. In order to get a clearer picture of how your particular responses fit into the different areas, profile your answers according to the following steps:

1. On the profile sheet circle the number of each item you selected from the needs assessment pages (i.e., 5, 7, 15, etc.).

2. After you have circled the 20 items (concepts) you chose—find the corresponding X in each row, (to the right of each number you have selected) and put a circle around the X. There will only be one X in each row.

3. After you have circled the X to the right of each item you selected, count the number of X's (vertically) in each column and put the total number at the bottom of each category (i.e., Personal Development, Career and Occupational Awareness, Economic Understanding, Citizenship, Family Life, Human Relations). You will not have more than seven (7) X's in any of the columns.

4. Record the category for which you had the highest number of X's in the space next to First Priority, the category for which you had the next highest number in the space next to Second Priority, etc. In the event of a tie you will need to make a decision as to which should be first and which should be second.

5. You now have completed the profile of your responses and have some idea of how the concepts you chose fit into the specific categories included in the Career Education Act. Your responses, along with the responses of other parents, teachers, and community persons will help to determine those areas which require greater emphasis in the career education program at the present time.

Please return your survey and profile to us so that we may include your opinions and ideas in determining the priorities for the career education program this year.

PROFILE SHEET

Circle Number	Personal Development	Career and Occupational Awareness	Economic Understanding	Citizenship	Family Life	Human Relations
1.	X					
2.		X				
3.			X			
4.				X		
5.					X	
6.						X
7.	X					
8.		X				
9.			X			
10.				X		
11.					X	
12.					X	
13.						X
14.	X					
15.	X					
16.		X				
17.			X			
18.				X		
19.						X
20.	X					
21.		X				

PROFILE SHEET—*Continued*

Circle Number	Personal Development	Career and Occupational Awareness	Economic Understanding	Citizenship	Family Life	Human Relations
22.			X			
23.					X	
24.						X
25.	X					
26.		X				
27.			X			
28.					X	
29.						X
30.	X					
31.				X		
32.					X	
33.						X
34.		X				
35.			X			
36.				X		
37.						X
38.					X	
39.		X				
40.			X			
41.				X		
42.				X		

APPENDIX B

Career and Occupational Awareness Survey

Check one:

☐Pulaski County High School
☐Vocational School
☐Community College

CAREER AND OCCUPATIONAL AWARENESS SURVEY

Cooperative Rural Career Guidance Project

1. Which statement BEST describes how the need for workers in any particular job should affect a person's career choice?

   ☐ a. The need should not be considered because the supply of workers always adjusts to the need for them.

   ☐ b. The need should be considered, but should not completely rule out a career.

   ☐ c. A person should consider only the few career areas that will have new types of jobs in the future.

   ☐ d. A person should consider only the careers that his/her parents feel will have openings by the time he/she is ready to work.

2. Sally wants to be a forest ranger, but she has been told that there are very few openings in that particular career. Which ONE of the following would be the BEST advice for Sally in this situation.

   ☐ a. Do not consider how many openings there are if she has already made up her mind.

   ☐ b. Switch to a different career area that is less interesting to her but for which there is a good opportunity to get a job.

   ☐ c. Postpone making a career choice until after she finishes college.

   ☐ d. Seek a career which is related to her chosen career goal but in which there are more job opportunities.

3. Sam Casey has studied to become an aerospace engineer and soon will graduate from college. He has discovered that he cannot find a job. The answer is the same all over: "We have more engineers than we need." Sam blames himself for not investigating more carefully.

   What should Sam have investigated MORE carefully?

   ☐ a. The names and addresses of more aerospace companies.

   ☐ b. Whether he had the ability to become a good aerospace engineer.

   ☐ c. How many aerospace engineers were graduating from colleges and the number of jobs that were available.

   ☐ d. Whether the college he was attending was preparing him well enough.

4. Which ONE of the following WOULD NOT be a good way to learn about the supply and demand for a particular occupation?

☐ a. Going to the local employment office.

☐ b. Talking to personnel directors.

☐ c. Talking to those currently employed in the field.

☐ d. Determining the number of workers in the local community.

5. If the demand for bakers in a particular local area is very high, what is MOST likely to be the reason?

☐ a. The supply of bakers in that area is low.

☐ b. The bakers in that area are untrained.

☐ c. The bakers in the local area are on strike

☐ d. Bread baking is becoming more automated.

6. Kerry lives in an area where the suburbs of a major city are growing rapidly. It has the highest birthrate in that part of the state. Kerry is considering work as a dealer in baby foods for grocery stores.

The demand for such dealers in the suburbs is PROBABLY:

☐ a. Not changing

☐ b. Low

☐ c. Falling

☐ d. High

7. The "free enterprise system" is BEST expressed by which ONE of the following statements:

☐ a. The right of the individual to work where they please.

☐ b. The right of a business to operate as they please.

☐ c. The right of business to receive federal and state aid the same as individuals.

☐ d. The right to invest in a business and expect a reasonable profit return.

☐ e. The right to work with or without a union contract.

8. Place a check beside each of the following items that you fully understand and can explain:

- ☐ profit
- ☐ salaried
- ☐ hourly pay
- ☐ investment
- ☐ enterprise
- ☐ professional
- ☐ technical
- ☐ job
- ☐ skilled
- ☐ unskilled
- ☐ return on investment
- ☐ investor
- ☐ conforming work
- ☐ occupation
- ☐ cluster
- ☐ career

9. Bill wanted to be an auto mechanic but didn't know which basic skill would help him most. Which ONE of the following would be the BEST advice for Bill?

☐ 1. Sociology

☐ 2. Math

☐ 3. Geography

☐ 4. Philosophy

10. Bill's personality traits will help him achieve his personal and career goals according to friends and teachers. Which ONE of the following is NOT a consideration regarding Bill's personal relations:

☐ 1. Temperament

☐ 2. Peer relationships

☐ 3. Academic ability

☐ 4. Problem-solving

Circle ONE of the five numbers which indicate your feelings about the following statements:

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
11. Schooling is important because it leads to a good job.	5	4	3	2	1
12. I know what I want to do with my life.	5	4	3	2	1
13. My parents and/or relatives expect me to get a college degree.	5	4	3	2	1
14. The stress of course work causes me to consider dropping out.	5	4	3	2	1

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
15. I have talked with a counselor, teacher, or employees about my future career options.	5	4	3	2	1
16. The courses I am taking, and plan to take, will prepare me for employment.	5	4	3	2	1
17. I know I will have to change jobs and types of jobs in my lifetime.	5	4	3	2	1
18. I want more than a high salary from a job.	5	4	3	2	1
19. I can write a letter of application for a job.	5	4	3	2	1
20. I can get a better education outside of school.	5	4	3	2	1
21. A good education means learning more skills.	5	4	3	2	1
22. A good education is the key to success.	5	4	3	2	1
23. When looking for a full-time or part-time job, I can identify three sources of occupational information.	5	4	3	2	1
24. I want to get into the job world now.	5	4	3	2	1

Answer the following statements as briefly as possible.

25. List three jobs you would like to have:

a. ______________________________

b. ______________________________

c. ______________________________

26. List two or more leisure time interests which might lead to a possible career for you:

a. ______________________________

b. ______________________________

c. ______________________________

27. List the type of assistance which would help you to identify your future career options:

a. ____________________

b. ____________________

c. ____________________

APPENDIX C

Community Career Resource Survey

COMMUNITY CAREER RESOURCE SURVEY

Name of Agency ______________________ Phone ______________________

Type of Agency:

- ☐ Social/Civic
- ☐ Service
- ☐ Educational
- ☐ Religious
- ☐ Government
- ☐ Industrial
- ☐ Other

Agency Contact ______________________ Title ______________________

Address ______________________ Zip ______________________

Resource Identification: (check appropriate)

- ☐ *Human Resources* (persons to describe the products, jobs, and related resources)
- ☐ *Material Resources* (audio-visual, materials kits, text, etc.)
- ☐ *Organizational Resources* (field trips, cooperative programs, placement, work-study, specific training programs, i.e., welding, charm)
- ☐ On-Site Visits
- ☐ School Visits
- ☐ Group Activities
- ☐ *Other Resources* (specify) ______________________

Resource is appropriate for grade level:

☐ K-3 ☐ 4-6 ☐ 7-9 ☐ 10-12 ☐ 13-14 ☐ All

Resources Needed for School Visit

Instructions ______________________

Equipment Required ______________________

Space Required ______________________

Group (ideal group size) ____________ Fees (if any) ____________ Time Limit ______

NOTES

____

____

____

____

Surveyor ______________________

Date ______________________

CHAPTER V

EAST CORINTH, MAINE

SITE DESCRIPTION

Maine School Administrative District No. 64 is located in central Penobscot County and comprises the communities of East Corinth, Hudson, Bradford, Stetson, and Kenduskeag.

The total population (based on the 1970 census) is as follows:

E. Corinth	1,212	(36 percent)
Bradford	569	(17 percent)
Hudson	482	(14 percent)
Kenduskeag	733	(22 percent)
Stetson	395	(11 percent)
	3,391	

There are five elementary schools (K-6 grades). Central High School in E. Corinth has 560 pupils from grades 7 through 12. The high school offers general, commercial, and college-bound courses with a limited vocational program. A second participant in this program is Bangor Community College, a division of the University of Maine, located in Bangor, approximately 20 miles away. The district is in the process of building a vocational school. A representative of the vocational school also participated in this program.

Industry is scattered throughout the area with the main concentrations located in the Bangor-Brewer area (pop. 50,000) about 25 miles away. There are several paper mills, a hydro-electric company, New England Telephone, several oil companies, four major banks, restaurants, etc. in the area. In the outlying towns there are a shoe factory, two woolen mills, a shingle mill, a machinist shop and several lumber mills. The residents who do not work in these industries are farmers, mechanics, welders, or work in the woods. There is a large number of these people and they usually work at or near their homes.

Prior Career Development Efforts

The high school offers four "Career Awareness" programs to seventh and eighth graders and a "Co-op" program to juniors and seniors.

Home Economics Career Awareness is a nine-week program which provides learning experiences in food service, health occupations, clothing and textile opportunities. Besides the practical aspects of career awareness, the course involves the concepts of working with others, attaining skills to realize one's goals, learning the amount of preparation required for a given career, and long range salary expectations.

The Industrial Career Awareness Program is a nine-week course for seventh graders. It concentrates on introducing the students to the various industrial careers in the area. Some of the industries are: Wood Products, Metal Working, Mechanics, Electrical, Plumbing, and Plastics. The format consists of speakers, a demonstration (like films), and practical application exercises of the field under study.

The Agricultural Career Program is for eighth graders. A discussion of job opportunities is held before each topic studied. These include: Soil, Forestry, Agricultural Mechanics, Ornamental Horticulture, Animal Production, Plant Production, and Greenhouse Management.

The Co-op Program is for juniors and seniors and is essentially a job placement service with course material including how to apply for jobs, interviewing techniques, training required, and problems arising in a work situation. This course is very practical in its format and is based on surveys that were done indicating the most available jobs in the area and the abilities of the students in the district. The teacher of this program does a good deal of individual counseling with his students to help them find afternoon and evening employment and to keep their jobs once they are hired. To participate in the program students must be available to work between 12-20 hours a week.

With the above programs in progress it was felt, by the Superintendent of Schools and others, that the *Rural America Series Career Guidance Program* would be an ideal vehicle to initiate a comprehensive program for K-14. Bangor Community College and the staff of the soon-to-be-built vocational school agreed to join MSAD No. 64 in forming the planning committee for the career guidance program.

One of the reasons for a program of this type was the high dropout rate of about 32 percent over the past four years. It was felt that with an increased awareness by students of the choices in careers and in their abilities to control their own lives, motivation to stay in school would increase.

Other reasons for a program of this sort were to find out where the interests of the students lay, in terms of vocational objectives, and to find out where their deficiencies might be. In this way, programs could be developed for elementary schools through college to prepare students for the job market.

It was also felt that the results of the study would aid the guidance counselors in meeting the needs of students and help them to get homeroom teachers more involved in dealing with students on a more personal level. This strategy was felt to be a beneficial one because there are two guidance counselors in the high school of 560 students and no full-time guidance personnel in the elementary school.

PROGRAM COORDINATION

The person assigned as coordinator of the Career Guidance and Counseling Program changed three times during the field test. Originally, the high school guidance counselor was appointed by the superintendent as the coordinator of the program for the local school district. In April, 1977, the counselor, one teacher, one representative from the regional vocational school and one representative from Bangor Community College were oriented to *Rural America Series* materials and program expectations for the site. This orientation was provided in Bangor by a staff member of the National Center for Research in Vocational Education from Ohio State University. All involved parties felt that the coordination, control and impetus for the program should reside with the secondary school.

After the initial training session, the coordinator, who was then quite enthusiastic about the project, asked several other teachers in the secondary school to participate on the planning committee and to review handbooks and materials from the *Rural America Series*. Community representation on the committee was postponed until a future date. Unfortunately, several factors led to a complete loss of project momentum. They were:

- Conflicting duties—The counselor had numerous other duties, particularly scheduling, that seriously restricted the amount of time he could devote to the program during the spring. In addition, the counselor experienced a serious personal loss with the death of his mother.

- Timing—The program started too late in the spring to fully get off the ground. With the beginning of the summer all initiative seemed lost.

- Staff resignation—Two of the teachers appointed to the committee resigned to accept positions in other districts.

In early September, the counselor suggested that the Career Development Coordinator and the Positive Action Committee's Executive Secretary (CETA funding) assume the role of program coordinator. The Positive Action Committee was concentrating on studying the dropout situation at the school and the availability of jobs for those out of school. These programs were closely related to the rural career guidance program and hence the coordinator/secretary was a natural choice to lead the program.

By mid October, the rural career guidance program was again regaining momentum. A planning committee representing the local community had been nominated and subcommittees formed to review needs and resource assessment procedures and forms. The first full-scale committee meetings were held in autumn 1977 and one of these was attended by a staff member from the National Center in Ohio. It should be noted that the first coordinator continued to be a member of the planning committee.

Again, unfortunately a coordinator change occurred. The second coordinator resigned to take another position in the local area but outside of the school system. The second coordinator agreed to help with the program and to assist the new coordinator once that individual was selected. The new Career Development Coordinator, Positive Action Committee Executive Secretary, and Rural Career Guidance Program Coordinator was employed at the middle of March 1978. Valuable program time and momentum had again been lost. Moreover, the planning committee, due to continual uncertainty as to the status of its coordinator, seemed to become apathetic toward the district's involvement in the program. The "changing of the guard" clearly had negative impact on the program.

The position of coordinator had also undergone changes since the beginning of this endeavor with the coordinators doing less coordinating and more of the actual work in an effort to complete the project by the third week in May. In March of 1978 when the third coordinator became the program leader the Needs Assessment survey had yet to be distributed and only a few of the Resource Surveys had been done.

These factors were the obstacles, then, to the completion of the coordinator's task—lack of continuity, a very late start, the inability of committees to find convenient times to meet, and committee apathy.

It is clear, throughout the *Rural America Series*, that one of the objectives of the study is to generate enthusiasm and involvement in the community and school staff. On the other hand, the completion of the study by the May deadline was in jeopardy due to the amount of time it took to schedule meetings, assign tasks to members (who were all very busy), complete the tasks, and assign new ones. Compounding these problems was the lack of continuity in coordination.

It was decided therefore, that the study would run more smoothly if the coordinator developed and distributed the surveys and then sent progress reports to the committee members.

The general coordination of the program has been going well and the surveys are meeting the May deadline. With a portion of the paper work already completed, it is the coordinator's intent to involve the committee members again by soliciting their recommendations on implementation procedures to meet the highest priority.

COMMITTEE FORMATION AND COMMUNITY INVOLVEMENT

As noted earlier, the initial committee formed in late spring 1977, consisted entirely of educators. The coordinator wanted to keep community and business involvement at a minimum until the career guidance program and strategies had been decided. By September, however, the planning committee was enlarged to include representatives from community and business constituencies, partly as a result of the change in coordinators. Eighteen individuals made up the committee—12 school or educational institution representatives, four local business people and two parents.

The first meeting was held in October 1977. The agenda included:

- Background and Rationale for a Career Guidance Program
- Time Frame
- Roles and Responsibilities
- Sub-committee Formation

The planning committee was divided into two subcommittees, one for needs assessment and one for resource assessment. The needs assessment subcommittee had the responsibility of reviewing and revising, if required, all forms to be used in the needs assessment process. The resource assessment subcommittee operated in a similar fashion. Although the subcommittees were large, only a small number of people were active in the reviewing and revising of forms and processes.

The at-large committee met again in November 1977. The committee briefly discussed progress and then heard a presentation by a staff member from the National Center. Progress of the at-large committee and the subcommittees slowed over the holidays. Some momentum was regained in January, but weather-related school closings and the impending resignation of the second coordinator seriously impeded the progress of the program. During the late summer and autumn it also became apparent that the representative from Bangor Community College was no longer participating in the project. Initial delays and perceived foot dragging on the part of the local school seemed to seriously dampen the enthusiasm of the college representative. With little real committee activity in January and February the vocational school representative's involvement in the project also noticeably diminished.

Outside of the community representation previously described, and the use of surveys with community members, little attempt was made to involve the community more fully in the program or to communicate the program to them.

The initial strategy of the committee was to have committee members contact as many community members as possible. However, as general apathy developed, motivating people became futile. Possibly, a person with fund-raising skills could have generated enthusiasm in such a community. Besides apathy, many committee members were over-committed because of involvement in several organizations, clubs, second jobs, etc.

As time passed, the new coordinator worked around these obstacles by simply completing the activities of the program primarily by himself.

NEEDS ASSESSMENT

The needs assessment subcommittee was made up of five active members.

The first major task was to revise the goals and subgoals to get the needs of the area and then to assist the coordinator in the distribution and evaluation of the surveys. The final task was to make recommendations for developing objectives for a career guidance program.

An actual timetable and flow chart were not decided on by the committee. With the changes in coordinators the work was simply carried out as quickly as was possible.

Major Events

- On December 5, 1977, the subcommittee first met to assign tasks, to evaluate general goals and to modify them as necessary.
- On January 15, 1978, the second meeting was held and 24 general goals were revised according to committee input. A sample of this revision makes up Table 1. The revision was considered necessary if the questionnaire using goal statements was to be clearly understood and completed by local community members.

TABLE 1

Comparison of Sample Rural America Survey Supplied Goals and Revised Goals

Rural America Goals	Locally Revised Goals
Assess the relationship of their interests, attitudes, values, and achievements to the development and realization of their career goals.	Students can figure out their many interests, attitudes, values, abilities, and achievements so they can better understand their future career choices.
Characterize their personal attitude and value system.	Students can describe their own attitudes and value sets.
Determine how life roles may change over time and how interaction takes place between maturation and life roles.	Students can understand how their life roles and responsibilities may change over a period of time.
Consider various pathways available for achieving short and long term educational, occupational, and social goals.	Students can look at ways to reach choices for education and careers.

Nothing more was done with the questionnaire until March 15, 1978, when the third coordinator took over. In March one of the needs assessment committee members and the coordinator distributed the General Goals as follows:

TABLE 2

Distribution and Returns of the General Goals Questionnaire

Group	Number Sampled	Returns	% Returned
Students	520	278	53.4%
School Adm.	4	4	100.0%
School Fac.	10	7	70.0%
Dropouts	20	0	0.0%
Parents	500	22	4.4%
TOTAL	1054	311	29.5%

The 520 General Goals Questionnaires were bulk mailed to parents and dropouts in late March. The delay in mailing (nine days) was due to administrative restrictions. The low return from parents was, in part, due to the vague wording of the questionnaire. Some of those that were returned had comments regarding the incomprehensibility of the questions and the feeling that the questions all said the same thing. The teachers, who returned their questionnaires to the coordinator, had similar complaints and seemed somewhat hostile at having to take the time to answer them.

Of the 24 goals tabulated, the eight highest ranking goals were selected and revised drastically. Although unscientific in approach, it was felt that by making the subgoals very colloquial, it would be possible to get a better return on the questionnaire.

Listed below, in order of the priority goals, are the eight subgoals written—one per goal.

1. What is important and interesting to a student could help him to decide which career will make him happy. Knowing himself well will make it easier for him to make the right career choice.

2. It is important for the student to know that he can develop his physical and mental skills. He must then decide which skills should be worked on to promote his future plans.

3. A student may find it important to know that different skills learned in school are important for different careers. Students should also be familiar with aptitude testing as a way of knowing what careers they may be good at. For example: Some tests can tell you whether you're good at working with your hands, while others may tell you if you're strong enough in math to become a bank teller.

4. There are many factors involved in choosing a career (like interest, salary, qualifications, location, job advancement, etc.) and students should be able to know where to look for this information and how to best use it.

5. Students should learn how to make good personal decisions so that they can move in different directions in life when they want to. For example, one job might be very difficult but will offer raises and a chance to travel while another might be less demanding and give one a chance to work around the house.

6. Students should be able to identify their own values and interests and be able to use them to make decisions. They should understand that what is important to them can be used in making decisions concerning their careers. If a person had to choose between raising a family now or putting that off to pursue a demanding career, personal values become an important factor.

7. Students should understand that they have many choices to make in life. Some of these decisions will change their lives right away while others will take longer to be felt. For example, if someone decided to go to college, their career choices for the future, would be different than someone who decided to get a job right after graduating from high school.

8. It is important for students to know what skills are needed for the careers they chose so they can get the job, keep it, and eventually get promoted.

These subgoals were sent to the needs assessment subcommittee for comments and suggestions. A note attached to the subgoals explained progress to date and asked that they be returned as soon as possible. As of the beginning of May, only one member had sent comments back, but with time running out, the coordinator gave one teacher 160 subgoal questionnaires to be distributed to her English classes. The distribution and returns for subgoals were as follows:

TABLE 3

Subgoal Samples and Returns

Group	No. Sampled	Returns	% Returns
Students	160	108	67%
Admin.	4	3	75%
Faculty	10	8	80%
Parents	21	12	57%
TOTAL	195	131	67%

By May 8, 1978, the last of the subgoals questionnaires were returned and final tabulation took one day. Statistically, the range of ratings for the subgoals was not significant and therefore they all seemed to be important.

On May 9, 1978, a sample of three students pilot tested the Student Performance questionnaire provided in the *Rural America Series*. The 10 questions selected, corresponded to the eight subgoals and were taken directly from the *Rural America Series*. By the apparent ease of their responses, it was felt that the questionnaire could now be administered to a larger sample. By May 16, 1978, the last of the surveys were returned and tabulation was completed by May 19, 1978. The team from Ohio arrived on May 22, 1978.

Of 160 students given the questionnaire, 139 responded. The results showed that the students were deficient in the comprehension and application of the following subgoals:

Domain I – Subgoal 4 (44 percent correct)
Domain II – Subgoal 1 (40 percent correct)
Domain III – Subgoal 6 (45 percent correct)

These three subgoals, then, could be used as the nucleus of a career guidance course.

To summarize the obstacles in completing the needs assessment project: There were three coordinators in the study and the survey was not begun until March 15, 1978. Weather (several snow days) and vacations added to the loss of momentum. Many on the committee began to feel that this project was of low priority, as they were all involved in several other activities.

These obstacles were partially overcome when the third coordinator did most of the work himself.

RESOURCE ASSESSMENT

The initial work on resource assessment was the responsibility of one subcommittee of the at-large committee. One member of the subcommittee revised the resource assessment form for 4-6 graders and pilot tested it with his students in autumn 1977. Results were collected and reviewed. The modified form was then used with all 4-6 graders in the five district elementary schools during the last week of March 1978. As of this writing, only two schools had sent in their complete survey forms.

The subcommittee identified community resources such as businesses, organizations and individuals who could be contacted to serve as career resources for the school. Approximately 60 such resource persons were identified. In the spring, the third coordinator sent out resource surveys to 51 of these groups or individuals. To date nine returns have come in (17.6 percent) with two of the nine indicating no interest in serving as resources for the school. These activities took place in the period from November until approximately the end of April.

Another subcommittee activity was to develop a cover letter and review survey forms to be used in surveying district teachers. The committee generated a cover letter signed by the Director of Elementary Education for the district which was sent to all elementary teachers. The forms included with the letter were those contained in the *Rural America Series* resources handbook. Staff members were asked to describe: their own personal interests and skills as well as their willingness to share some with students; their classroom materials that are relevant to the program; their classroom/school facilitative resources (i.e., tape players, filmstrip projectors, etc.). In some instances the forms proved to be difficult for the staff members to understand particularly when they referred to goal areas such as *self* and *interpersonal relations, life role assumption* and *career planning* and *decision making*—all of which were identified by acronyms on the forms. At this writing, three weeks after the forms have been distributed, only one elementary teacher from the five schools has completed and returned the survey. Simply stated, the return was disappointing. Any contemplated follow-up activities were further constrained by the resignation of the Director of Elementary Education at the end of the spring semester.

The resource survey has not been administered to administrators or staff members of the secondary school. Forms were sent to the Community College by the program coordinator for its use but none have been returned yet. Given the earlier loss of momentum and enthusiasm it is doubtful that the survey will be conducted at the college.

The program coordinator has begun to review the forms completed by students (grades 4-6), the community members and the one teacher. Some preliminary cataloguing has been attempted by the coordinator. He has noted that many of the forms of the elementary students in particular are either not usable or must be carefully examined prior to cataloguing. (Some student responses, e.g., horseback riding, mountain climbing, and guns/hunting are simply not feasible for use in school programs.)

The resource assessment process suffered from the overall loss of project momentum which occurred during the first six months of the program. The changes in coordinators and the resulting "stop-go" phenomenon were strong contributing factors to this situation.

LOCAL CONSIDERATIONS FOR FURTHER PROGRAM PLANNING AND DEVELOPMENT

The district was not able to proceed beyond the completion of the needs assessment process and the partial completion of the resource assessment to the development objectives and program plans (for reasons detailed earlier). Further, it is doubtful that the district will be able to generate objectives and plans in the foreseeable future. First, staff changes continue. Of special note is the recent (spring) resignation of the superintendent of schools. The superintendent was the initial force behind district involvement in this program. Secondly, the present coordinator is funded through the month of June 1978 and then will be moving to another position outside of the school system. This, coupled with earlier changes, raises serious questions about the "critical staff mass" necessary to further the development of the program and the local commitment to this particular endeavor.

At the same time, it is important to recognize that the needs of the district in the area of career guidance are still very high. The persistent drop-out problem is one indication of the need for the program. In spite of the loss of momentum there still was and is a strong concern on the part of some committee members with regard to the program.

From study results to date, some recommendations can be made. While neither clear objectives nor their implementation seems feasible at this time, the project coordinator had several broad suggestions for correcting deficiencies and for using community resources.

1. Courses already in operation in the high school vocational program and in the Co-op could be broadened to include some of the more abstract career education concepts (e.g., values, self-awareness) along with a more thorough knowledge of careers available and how students can qualify for them. Since these courses are taught to seventh to twelfth graders, elementary and Community College students would be left out for the present.

2. Educate and in-service teachers, especially home room teachers, in concepts of career guidance. Home room teachers should then be able to use these techniques and concepts to help students under their jurisdiction. Guidance counselors should also stress career guidance in their dealings with students.

3. Reactivate community resources and enthusiasm for the project by developing a resource file of local business and industry personnel willing to speak to students about career choices, job responsibilities, and opportunities locally and regionally.

4. The planning committee should meet again to get updated. If obstacles are discussed frankly, and an agreeable timetable generated which provided both supervision and direction, perhaps committee enthusiasm could be rekindled. Many members have the idea that nothing has happened and they may be pleasantly surprised by the progress made. This strategy would only work if a coordinator with leadership qualities were presiding and if the committee could count on his/her staying for a while.

CHAPTER VI

CRYSTAL FALLS, MICHIGAN

SITE DESCRIPTION

The Forest Park Schools are located in Crystal Falls, Michigan, a picturesque town of 2,000 residents in the Upper Penninsula. Crystal Falls is a county seat situated approximately 75 miles from Marquette, Michigan, the nearest city with a population of 20,000 or more.

Alpha and Amasa, two communities of approximately 350 persons, and Crystal Falls along with rural route residents make up a total of approximately 4,500 persons living in an area of 632 square miles that constitute the Forest Park School District. Population of the area has steadily decreased with the closing of iron ore mines.

The Forest Park School District consolidated the three former school districts of Alpha, Amasa and Crystal Falls in 1967. Consolidation was necessary due to the reduction in enrollments in the two smaller districts making high school memberships in these two districts too small to continue operation.

Jobs in the area depend on (1) general woods work (pulpwood cutting), (2) a small hardwood flooring mill, (3) a small plastic seal factory, (4) open pit mines 35 to 60 miles distant, and (5) local businesses.

A regional state-operated natural resources department and state highway department offices are located in the community and provide civil service jobs. The county general hospital, senior citizens home, and city hospital provide jobs in the health field. Most high school graduates, however, must leave the area to find work.

The local high school is approved by the University of Michigan Bureau of School Services and the North Central Association of Colleges and Secondary Schools. In recent years vocational education courses have been added to the curriculum. Most of these subjects are taught at a center in a neighboring school district 15 miles distant. Seniors from the Forest Park High School desiring these courses are bussed to the center for half day classes. Otherwise, the high school curriculum is the standard general and college preparatory program as approved by the North Central Association.

The school guidance program is designed to assist students in selection of subject areas, stimulating interest in vocations, striving to assist college prep students in selecting colleges and obtaining scholarships and grants in aid, sponsoring career days, organizing and administering tests, etc.

The school district is nearly self-supporting by local taxation with a very small part for operation or building debts being obtained from state or federal sources. The faculty are all certified and qualified personnel with more than 50 percent on all grade levels having masters degrees. One full-time elementary principal, one full-time high school principal, and one full-time superintendent of schools administer the school district under the direction of a seven person elected Board of Education.

A full range of music and fine arts subjects are included in the program. A full athletic program for interscholastic sports of both boys and girls teams are supported by the school district. The faculty is unionized with the NEA-MEA and the non-teaching employees with the AFL-CIO.

Since 1976 Forest Park School District has supported career education. The guidance counselor is the designated career education coordinator and has developed annual plans which are submitted to the state department of education. Teachers have provided career education-related experiences to their students using such techniques as resource persons, field trips, and printed and audiovisual materials. Annual activities that are organized by the guidance counselor include a career day for seventh and eighth graders, college night and a financial aids workshop for seniors and their parents.

PLANNING PHASE

Program Coordination

The superintendent of the Forest Park School District was contacted by a consortium project staff member from Northern Michigan University to see if he might have an interest in participating in the national field test of the *Rural America Series*. Recognizing the importance of career guidance for students in the district, he responded enthusiastically to the district's involvement in the Cooperative Rural Career Guidance System. Gogebic Community College was identified as the cooperating postsecondary institution.

The superintendent asked the high school guidance counselor if he would be willing to assume the leadership role in coordinating the program planning process. After being assured that clerical assistance and extra time would be provided, he agreed to take on the responsibility.

Orientation to field test expectations and the *Rural America Series* was provided during an intensive three-day training session in Columbus, Ohio. One of the major purposes of this session was to initiate the cooperative aspects of planning between the secondary school and the cooperating postsecondary institution. The representative from Gogebic Community College was not in attendance due to a calendar conflict.

Special orientation to the planning process was provided for the postsecondary representative in Crystal Falls, by a staff member from the National Center. Also at this time an overview of the *Rural America Series* was presented to the entire Forest Park staff. The short presentation was followed by an informal dialog session at which time teachers had an opportunity to raise questions.

One of the difficulties experienced in program coordination was the lack of involvement on the part of the postsecondary representative. The initial orientation session and one other visit to the Forest Park School District were the extent of his involvement in program planning. The postsecondary representative expressed high enthusiasm for participation, but because of other commitments did not follow through. One major contributing factor to this lack of involvement is the fact that the postsecondary institution is located 100 miles from Crystal Falls.

Continuous leadership was maintained by the guidance counselor at Forest Park High School throughout the planning process. The guidance counselor has shown exceptionally strong leadership and high commitment in his role as program coordinator. His hard work and project enthusiasm are evident in the progress made in the development of a comprehensive career guidance program plan.

One of the biggest obstacles encountered in terms of effective program planning and development was initiating the effort near the end of the school year. In spite of poor timing the program coordinator was able to sustain project momentum in a positive direction.

Committee Formation/Community Involvement

In order to facilitate effective program planning, the coordinator made a decision to form two committees, a steering committee and an advisory committee. The first committee was designed to be a working committee fully involved in all aspects of program planning. Several criteria for structuring the committee were established by the coordinator prior to selecting Steering Committee members. These criteria included (1) the committee should consist of three members in addition to the program coordinator, (2) elementary, junior high, and secondary education levels should be represented, and (3) the members should be chosen from interested faculty.

In an attempt to identify faculty interest in serving on the Steering Committee, a short questionnaire was administered to all school staff. Positive response was received from more than half of the faculty. The program coordinator then selected three key individuals who met the selection criteria.

The initial activities conducted by the Steering Committee were the identification and selection of members for the Advisory Committee. The Advisory Committee was made up of community members and the postsecondary representative. In order to obtain a cross-section of community representation, each member of the Steering Committee generated a list of potential Advisory Committee members. Before inviting the individuals who were selected, the list was submitted to the superintendent for review and approval. A letter was mailed to identified individuals notifying them of their first Advisory Committee meeting. Persons were encouraged to attend the first meeting to learn of program purposes and possible roles and responsibilities. A stamped, self-addressed postcard was enclosed so persons could indicate their willingness to attend the meeting. All individuals contacted eventually agreed to serve on the committee.

During the course of the field test period, the Advisory Committee met 11 times. The Steering Committee met as the need arose. One the average, the Steering Committee met twice a month. It is expected that the committees will continue to meet during the program implementation phase, however, meetings will not be as frequent.

Needs Assessment

The first major activity of the combined committees was to conduct the needs assessment. The goals and subgoals found in the needs assessment handbook were ranked by the committee members based on perceived importance in relation to the career development needs of students.

Based upon the top 25 subgoals, a student achievement instrument was devised using appropriate items from the instrument in the *Career Development Needs Assessment* handbook. This instrument was pilot tested by students in a psychology class and all committee members. Based on this trial administration, the instrument was revised and the scoring key developed. The final instrument and key are shown in Appendix A.

The instrument was administered to approximately one-third of the student body in grades 8 through 12. For ease of administration, representative classes were chosen by the program coordinator in cooperation with English teachers.

An advanced math class assisted in early data tabulation. Final analysis and interpretation of needs assessment results were accomplished by the program coordinator.

Using the achievement chart (Appendix B) importance, performance ranks, and the needs table, the committee selected 10 of the 19 subgoals to be used in the priorities questionniare. The questionnaire (Appendix C) was distributed to 11 students, 39 parents, 3 administrators, 17 graduates, 13 staff, 11 community members, and 5 employers. Tabulation of this questionnaire identified five top priority subgoals for the Forest Park School District. These subgoals are listed below.

1. To evaluate the types of skills needed for lifelong career development.
2. To use a knowledge of abilities and interests in career planning.
3. To apply knowledge of self to career goal setting.
4. To identify the performance requirements of various occupations.
5. To explain how a person's qualifications relate to several occupations.

These subgoals were the focus for further program planning. One obstacle encountered in conducting the needs assessment was not begun until May. The students' achievement instrument was administered in late May and final tabulations and rankings were completed in July. If the needs assessment process could have been initiated earlier in the school year, the slower pace would have helped maintain a higher degree of involvement on the part of the community members.

Developing Objectives

Once the five highest priority subgoals were identified, the development of behavioral objectives was initiated. By this point in the planning process, the school year had come to an end. Thus, summer workshops were planned to maintain momentum in the planning process. The program coordinator requested resource assistance in conducting the planned workshop. A consortium staff member served as an on-site resource person for the two-day workshop. The major purpose of this workshop was to provide Steering Committee members with a framework for developing behavioral objectives. Independent study through the use of self-instructional manual and brainstorming of the four objective components were the major strategies employed. A $300 mini-grant from the National Center helped support this summer activity.

After school resumed in September, the Steering Committee completed the development of the objectives. On a predetermined schedule, objectives for the five subgoals were developed over a six-week period. The objectives follow.

1. Developmental Goal—*Evaluate the types of skills needed for life-long career development.* (General Objective)—Given selected information/material suited to his/her grade level, the student will read, write, compute, listen, follow directions, spell, with accuracy appropriate to the student's grade level, as interpreted by the teacher. (Objectives from minimal performance objectives for communication and mathematics skills in Michigan.)

   1.1 Before graduation, learners will be able to interpret the meaning of words in written and experiential context, as measured by minimum criteria of an objectives-referenced test.

a. Words taken from a selection to be matched with possible synonyms or antonyms.

b. Words taken from a selection to be matched with possible definitions in the appropriate connotative mode.

c. Learners will be able to read specialized words related to everyday functions (e.g., highway signs and symbols, recipes, test instructions, typical institutional forms).

1.2 Before graduation, students will be able to acquire meaning from a reading passage, as measured by minimum criteria on an objectives-referenced test.

a. Learners will be able to tell in their own words, orally or in writing, the major incidents as they occur in a reading passage.

1.3 Before graduation, learners will be able to employ a number of methods of arranging or understanding data, as measured by minimum criteria on an objectives-referenced test.

a. Learners will be able to alphabetize randomly chosen words.

b. Learners will be able to locate an unfamiliar word in a dictionary and thesaurus, pronounce it correctly and define it.

c. Learners will be able to locate an item of information in a reference book, using, if needed, the index and/or table of contents (encyclopedia, telephone book, catalog).

d. Learners will be able to identify examples of services and products found in the "yellow pages."

Before graduation, learners will be able to use graphs, charts, tables, maps, simple operating instructions, forms, etc., as measured minimum criteria on an objectives-referenced test.

This objective includes a number of functional reading tasks more sophisticated than those found above. The teacher, depending upon the age/grade group, may wish to use instructions for assembling a storage shed or some other household article. Also included in this category would be application forms of various types, driver license tests and forms and examples of commonly used standardized school testing instruments. Behavior on these tasks is easily quantifiable and should present few problems for paper-pencil evaluation.

1.4 Before graduation, learners will be able to follow multi-step oral directions as measured by minimum criteria on an objectives-referenced test.

a. Learners will be able to listen to instructions about how to solve a puzzle and demonstrate that they can successfully arrive at a solution.

b. Learners will be able to record a telephone message with accuracy.

c. Learners will be able to reach a destination using verbal directions.

d. Learners will be able to participate successfully in a game when given the rules verbally.

1.5 Before graduation, learners will be able to use speaking/listening skills effectively with another, as measured by minimum criteria on an objectives referenced test.

a. Learners will be able to use the telephone to request information.

b. Learners will be able to participate appropriately in a simulated employment interview, discussing their own qualifications and obtaining information about the prospective job.

1.6 Before graduation, learners will be able to plan and present a message orally, as measured by minimum criteria on an objectives-referenced test.

a. Learners will be able to give a sequential message or instructions to another or others (e.g., how to go from one place to another; how to assemble a fly rod; how to make cookies; how to figure square roots).

1.7 Before graduation, learners will be able to write in response to stated conditions, as measured by minimum criteria on an objectives-referenced test.

a. Given a sample job application learners will be able to complete the form, supply the requisite personal data.

b. Given a sample application blank for a driver's license in the state of Michigan, learners will be able to complete the form, supplying the necessary information.

c. Given a sample United States census form, learners will be able to respond in writing to the questions.

1.8 Before graduation, learners will be able to write compilations of familiar information, as measured by minimum criteria on an objectives-referenced test.

a. Learners will be able to write a resume including biographical data, aptitudes, and personal interests as part of the job application.

1.9 Given selected problems, the student will add, subtract, multiply, and divide with whole numbers, fractions and decimals appropriate to his/her grade level.

1.10 Given selected problems, the student will use a ruler, scales, thermometers to solve problems appropriate to his/her grade level.

1.11 Given selected problems, the student will solve money problems appropriate to his/her grade level.

2. Developmental Goal—*Use of knowledge of ability and interest in career planning.*

2.1 Given the MOIS material, the teacher will demonstrate that he or she can use the material successfully.

2.2 Given the instruction and MOIS material, the student will demonstrate that he or she can use the material successfully as judged by the instructor or counselor.

2.3 After reading and discussion, the student will demonstrate the difference between abilities and interests to the satisfaction of the teacher or counselor.

2.4 Given his/her ability and interest inventory results, the student will select three occupations in which the individual has a high probability of success.

2.5 Given grades, tests, and new materials to upgrade his/her ability and interest, the student will annually reassess and evaluate life plans with the aid of the counselor.

2.6 After viewing selected career films, the students will be able to list five reasons why people might select different occupations in which to earn a living.

3. Developmental Goal—*Apply self-awareness knowledge to career goal setting.*

3.1 After instruction by the counselor, the teacher will demonstrate sufficient skill in the administration of the Michigan Occupational Information System (MOIS) so that it can be used in the classroom.

3.2 Given the MOIS system, the student will identify his/her values and explain how they will affect his/her occupational choice to the satisfaction of the teacher.

3.3 After study and discussion, the student will list three work values and explain how they will affect occupational choice.

3.4 Given three different value combinations, the student will select a suitable occupation for each using the MOIS system.

4. Developmental Goal—*Identify the performance requirements of various occupations.*

4.1 The teacher, after receiving instruction, will be able to identify skills and training required for occupations with the use of MOIS, *Occupational Outlook Handbook*, or the DOT to the satisfaction of the counselor.

4.2 Using the MOIS system, the high school student will be able to select three combinations of skills and training and explain his/her selection to the satisfaction of the teacher.

4.3 The student will be able to explain, to the satisfaction of the teacher, why different skills and training would result in the selection of different occupations by people.

5. Developmental Goal—*Explain how a person's qualifications relate to several occupations.*

5.1 Given Kuder-MOIS index the student will select three occupations that require the same interest pattern.

5.2 Given the Kuder-MOIS index and his/her interest inventory results, the student will select three occupations requiring his/her interest pattern.

5.3 Given a general skill (e.g., secretarial), the student will explain satisfactorily how this skill can be applied vertically according to training, ability, and experience and horizontally according to interest in obtaining a desirable job.

It is interesting to note that both teacher and student objectives were written for several of the subgoals.

The final objectives were presented to the K-12 staff during an in-service meeting. Teachers had an opportunity to review the objectives in relation to their grade and/or subject matter area. The program coordinator also provided suggestions for activities that could be used to help learners attain the stated objectives.

Throughout the developmental process, newspaper articles were generated to keep the public informed of the program's progress.

Resource Assessment

After reviewing the procedure outlined in *Resources Assessment,* the Steering Committee decided to initially identify only in-school resources. This decision was made because committee members did not want to identify community resources until there was a time and need to involve them. It was felt that premature contact might inhibit project enthusiasm.

In June (two months after the start of the field test), all staff members were requested to complete a resource survey questionnaire. Because the end of the school year was approaching, only minimal returns were received. The program coordinator conducted a follow-up survey during the first semester of the next school year. All teachers responded at this time. The surveys are on file in the program coordinator's office for ready reference.

In addition to the above survey, teachers were asked to provide recommendations for the purchase of materials that related to career education and career guidance. Equipment designed to facilitate material use was also identified for purchase. Funds for these resources were obtained from those authorized by ESEA Title IV-B legislation.

As teachers begin to implement career-related activities in their classrooms, plans assessing community resources will be implemented by the Steering Committee.

PUTTING IT TOGETHER

As an aid to program planning, the coordinator recorded the aspects of the planning process on program planning guides. For each aspect of the process, he indicated the tasks to be accomplished, person(s) responsible, projected cost, resources needed, evaluation, and time lines.

The planning sheets assisted the coordinator and the Steering Committee in being able to clearly visualize their roles and responsibilities in providing direction for the program.

The following pages contain the program planning guides developed for Forest Park. The plan includes activities that have been accomplished. The major portions of the plan include initial planning, needs assessment, behavioral objective development, resource assessment, implementation of career education activities, counseling, evaluation, staff development efforts, and community relations and involvement.

PROGRAM PLANNING GUIDE
INITIAL PLANNING

Task(s)	Person(s) Responsible	Projected Cost	Resources Needed	Evaluation	Date Start	Date Finish
– Meet with superintendent to explain program	Program Coordinator		*Rural America Series* handbooks	Judgment based on superintendent's understanding as evidenced by questions asked.	3-28	3-28
– Select material from handbook to be duplicated for committee	Coordinator		Needs Assessment handbook pages	Pages selected	3-28	3-28
– Duplicate materials for committee use	Secretary	Duplication Costs	Materials	Copies duplicated	4-18	4-18
– Meet with Board of Education to explain program to them	Coordinator			Questions raised by Board members answered to their satisfaction.	4-19	4-19
– Final selection of planning committee (Advisory) by steering committee	Coordinator and Steering Committee		Steering Committee	List of potential member names		
– Send out letter asking selected members of planning committee to serve and set up meeting with them.	Coordinator and Secretary	Postage	List of people	Letters mailed	4-19	4-19
– Meet and hand out material. Go over plans.	Coordinator		Materials		4-19	4-19
– Conference with National Center representative, Nothern Michigan representative, postsecondary representative, and principal.	Coordinator		Persons listed	Judgment based on questions raised by principal and postsecondary representative.	4-21	4-21
– Arrange and conduct staff meeting 2:30–3:30 for in-service of total school staff	Coordinator Reps. from Nat. Center, N. Mich.	Refreshments			4-21	4-21
– Conduct initial advisory committee meeting	Program Coordinator		Materials for committee use	Accomplishment of planned agenda items	4-26	4-26

PROGRAM PLANNING GUIDE
NEEDS ASSESSMENT

Task(s)	Person(s) Responsible	Projected Cost	Resources Needed	Evaluation	Date Start	Date Finish
– Select goals and subgoals for ranking	Coordinator and advisory committee		Goal and subgoal list	List of goals and subgoals identified for Forest Park	4-26	4-26
– Phone or mail goals and subgoals with instructions to committee members not at meeting and obtain results	Coordinator and secretary	Postage	Committee list and material	All members are provided with goals and subgoals	4-27	5-2
– Tabulate results of survey and duplicate results	Coordinator and math teacher advisor		Questionnaires	Finished tabulating	5-2	5-5
– Select and duplicate questions for preliminary instrument and give to a class of 11th and 12th grade students	Coordinator and secretary	Duplication	Class of 20 and questionnaires	Completed instruments	5-3	5-19
– Develop final instrument and scoring key	Coordinator and Steering Committee	Coffee	Committee & room	Activities accomplished	5-9	5-9
– Duplicate final instrument and scoring key	Coordinator and secretary	Duplication	Instrument Scoring Key	150 copies duplicated	5-10	5-12
– Select sample and administer instrument to selected classes (8-12)	Coordinator and English instructors		Teachers and Materials	Instruments collected	5-19	5-20
– Score and tabulate the results of the 121 student questionnaires.	Coordinator and secretary	$45	Personnel	Completed	6-7	6-8
– Prepare charts and tables to show results of instrument.	Coordinator		Terms for displaying data	Charts and tables developed	6-7	6-8
– Duplicate goal and subgoal list for committee use in developing priority questionnaire.	Secretary	Duplication	List of goals and subgoals	Copies made	6-7	6-8
– Select 10 subgoals to be used in the priorities questionnaire	Advisory Committee	Coffee, etc.	List of goals and subgoals	Finished questionnaires	6-23	6-23
– Administer priorities questionnaire to 130 persons in the community (100 returned)	Advisory Members	Duplication	Priorities questionnaire	Number of questionnaires returned	7-4	8-12
– Tabulate returns for behavioral objectives meeting in August	Coordinator and secretary	½ day honorarium	Completed priorities questionnaire	List of top five priority subgoals	8-15	8-15

PROGRAM PLANNING GUIDE
ASSESSING RESOURCES

Tasks	Person(s) Responsible	Projected Cost	Resources Needed	Evaluation	Date Start	Date Finish
– Distributed Staff Resource Assessment and distributed to staff	Coordinator and Secretary	Duplication	Staff list	Checked as they came in	5-23	6-03
– Continued Staff Resource to obtain information from all members	Coordinator and secretary		Check staff list	Checked as they came in	11-07	12-17

PROGRAM PLANNING GUIDE
DEVELOPING OBJECTIVES

Task(s)	Person(s) Responsible	Projected Cost	Resources Needed	Evaluation	Date Sent	Date Finish
– Workshop in August to develop behavioral objectives	Coordinator and others	$190			8-?	8-?
– Meeting to develop behavioral objectives for priority needs 1 and 2	Coordinator and others			Developed objectives	9-20	
– Meeting to develop behavioral objectives for priority needs 3 and 4	Coordinator and others			Developed objectives	10-04	
– Meeting to develop behavioral objectives for priority need 5	Coordinator and others			Developed objectives	10-18	
– Full committee meeting to go over objectives and change and/or approve them	Coordinator and others	Coffee, etc.		Approved objectives	11-03	
– Staff in-service to discuss objectives and how they could be inferred into the subject areas.	Coordinator and others	Coffee and lunch		Seemed to be well accepted by staff	12-12	

PROGRAM PLANNING GUIDE
COUNSELING

Task(s)	Person(s) Responsible	Projected Cost	Resources Needed	Evaluation	Date Start	Date Finish
– MOIS in classrooms with counselor objectives 2.2 and 3.2	Coordinator				During the school year	
– Individual counseling with students. Objective 2.5	Coordinator					

PROGRAM PLANNING GUIDE
STAFF DEVELOPMENT (IN-SERVICE)

Task(s)	Person(s) Responsible	Projected Cost	Resources Needed	Evaluation	Date Start	Date Finish
– Staff in-service	Coordinator		Staff		4-21	
– In-service from 3:30–6:30 of entire staff	Coordinator and Steering Committee	Coffee and lunch	Staff		12-12	

PROGRAM PLANNING GUIDE
COMMUNITY RELATIONS AND INVOLVEMENT

Task(s)	Person(s) Responsible	Projected Cost	Resources Needed	Evaluation	Date Start	Date Finish
– Article in local paper concerning field testing (with picture)	Superintendent		Material from Ohio State		4-13	
– Met with Board of Education	Coordinator		Ohio State material		4-18	
– Article in paper and photo about the two-day workshop August 16 & 17	Coordinator				8-17	
– Article on Staff in-service held December 12	Coordinator				12-12	
– Met with Board of Education to update information about resource assessment since 4-18 meeting	Coordinator				12-18	
– Met with Dickenson-Iron Country counselors (6 schools) to report on Resource Assessment	Coordinator		R A. handbooks		4-13	

PROGRAM PLANNING GUIDE
EVALUATION

Task(s)	Person(s) Responsible	Projected Cost	Resources Needed	Evaluation	Date Start	Date Finish
– In service meeting with staff to determine attitudes and activities used or to be used in classroom	Coordinator	Coffee and lunch			12-12	
– Questionnaire given and summarized to find out staff opinion on career education in school	Coordinator	Duplicating			2-8	3-14

PROGRAM PLANNING GUIDE
IMPLEMENTING ACTIVITIES

Task(s)	Person(s) Responsible	Projected Cost	Resources Needed	Evaluation	Date Start	Date Finish
– In-service meeting with staff. Showed staff how to use MOIS and have each staff member take the inventory	Coordinator				12-12	
– Used MOIS in Pay class (11 & 12)	Teacher					
– Used MOIS in all 10th grade English classes	Coordinator and teacher				4-03	
– Used MOIS in all 8th grade Civics classes	Coordinator and teacher				5-12	

During the coming school year, Forest Park Schools intend to continue the planning process and to implement activities that impact on the priority goals. The following is a brief description of some of the steps for continued planning, implementation, and evaluation of the career guidance program.

Based upon the inservice session in which the behavioral objectives were presented and discussed, teachers in grades K-12 will attempt to infuse career educational concepts more thoroughly into the classroom. Newly purchased materials that were identified by the teachers will be used in the classroom activities. Once initial infusion activities occur and the need for community resource arises, the program coordinator will begin the community resource assessment. At this point, community persons who have a desire to participate in the program will be identified. The identification process might be done by students, parents, or other community groups. A conscious effort will be made to involve identified persons as soon as possible in the program so that interest will not be lost.

After the program has been implemented for approximately one school year, reassessments will be conducted. The career development needs assessment instrument developed during the initial planning process will be administered to a sample of students to determine if the program is making an impact on high priority student needs. The program will be evaluated based upon the results of this survey. Also, in relation to resource assessment, the teachers will be asked to make recommendations on needed material resources.

A number of staff development activities are planned for next year. The program coordinator hopes to conduct staff inservice on writing behavioral objectives. In a small group setting, staff may develop objectives that relate to their grade level and subject area. Another possible inservice activity is one in which staff could explore potential infusion strategies.

Generally, the program coordinator in Forest Park strongly believes that provision for career guidance must be made in all classrooms.

INITIAL IMPLEMENTATION

At the time data were gathered for this report, activities designed to address several of the objectives written for teachers and students had been implemented. One of the major portions of a staff inservice during the month of December was the presentation of the MOIS (Michigan Occupational Information System) and suggestions on how teachers can use it. This activity related directly to three goals.

Further activities using the MOIS also have been implemented. In various classrooms, the counselor and teachers have acquainted the students with MOIS and have provided instructions on the use of the system. Several individual student activities were initiated.

In an attempt to determine the effectiveness of the planning year, a survey was administered which measured teacher attitudes towards career education. The results of the survey indicated a very positive attitude toward career education concepts. The summary of results can be found in Appendix D. Although findings cannot be directly linked to Forest Park's involvement in the national field test, informal measures also suggest that positive attitudes were in large part developed as a result of the school's field test participation.

APPENDIX A

STUDENT CAREER DEVELOPMENT PERFORMANCE QUESTIONNAIRE

SCORING KEY

STUDENT CAREER DEVELOPMENT
PERFORMANCE QUESTIONNAIRE

Grade ____________

Date ____________

1. Describe the following list using v for value, i for interests, and n for neither.

3 __n__ left handedness __i__ a hobby

of __v__ being independent of others __i__ enjoying an activity

5 __v__ things we belive in

2. If we know what a person s values and interests are we can. (Check one)

____ predict what job they should choose ✓ estimate a group of possible occupations (jobs)

____ only guess about their job choice ____ none of the above

3. Which occupations would likely be selected by someone who strongly values protecting the environment?

2 ____ law officer ____ auto mechanic

of ✓ city planner ✓ forest ranger

3 ✓ marine biologist ____ interior decorator

4. Rate the need for the following skills for each occupation.

	Occupation	Skill	Used Much	Used Some	Used Little	
	Newspaper Reporter	Reading	✓			3
		Writing	✓			of
		Speaking	✓			4
		Listening	✓			
3	Auto Mechanic	Reading		✓	✓	3
of		Writing		✓	✓	of
		Speaking		✓	✓	7
4		Listening	✓			
	Florist	Reading	✓	✓		3
		Writing	✓	✓		of
		Speaking	✓	✓		8
		Listening	✓	✓		
	Lawyer	Reading	✓			4
		Writing	✓			of
		Speaking	✓			4
		Listening	✓			

5. Each person, because of abilities and interests, is best suited for: (CHECK ONE)

____one job ____most jobs __✓__a group of jobs ____any job of interest

6. The best sources of information on general requirements for occupations are: (CHECK ONE)

1 ____Classified Ads ____Friends and relatives

of

2 __✓__*Occupational Outlook Handbook* ____VIEW or MOIS

7. Lee, a ninth grader would like to learn more about requirements and job opportunities for police work. Rate the following resources that Lee could use:

4 of 7

	Usually Helpful	**Sometimes Helpful**	**Little Help**
Fictional stories about police officers			✓
English teacher			✓
Parents		✓	
Counselors	✓		
Newspaper want ads			✓
List of college subjects and classes available	✓		
Talk with a law officer	✓		

8. Describe the skills needed in getting a job, keeping a job, and advancing in the job field. Circle each item either *Yes* or *No.*

Skills in getting, keeping, and advancing in a job are:

3 Generally all the same Yes [✓ No] All require the same abilities Yes [✓ No]

of

4 Can be learned in school [✓ Yes] No All require the same interests Yes [✓ No]

9. Check the following skills needed by people for their future life-long career.

4 of 6

	Needed by Most People	**Needed by Some People**	**Needed by Few People**
To be able to communicate	✓		
To be able to understand computers		✓	
To be able to move from place to place		✓	
To be able to continue learning from education		✓	
To be able to understand people	✓		
To be able to maintain independence		✓	

10. Check the correct qualifications for the following occupations:

	Occupation	Essential	Useful	Not Usually Needed	
	Sales Person				
	Physical Coordination		✓		
	Art Skills		✓		5
	Clerical Skills		✓		
	Math Skills	✓			of
	Speaking Skills	✓			
	Initiative	✓			8
	Mechanical Skills			✓	
	Listening Skills	✓			
3	Dentist				
	Physical Coordination	✓			
	Art Skills		✓		4
	Clerical Skills		✓		
	Science Skills	✓			of
of	Speaking Skills	✓			
	Initiative	✓			8
	Mechanical Skills	✓			
	Listening Skills	✓			
3	Carpenter				
	Physical Coordination	✓			
	Art Skills	✓			6
	Clerical Skills		✓		
	Math Skills	✓			of
	Speaking Skills		✓		
	Initiative	✓			8
	Mechanical Skills	✓			
	Listening Skills		✓		

11. Because of abilities, talent, and interests, each person is best suited for (CHECK ONE)

___ One single occupation
✓ A group of occupations
___ Most occupations
___ Any occupation of interest

12. Which of the following needs can be achieved through one's occupation? CHECK ALL CORRECT ANSWERS

4 ✓ Friendship
✓ Being independent
of ✓ Being helpful to others
✓ Being good at something
5 ✓ Being important

13. Describe the following occupation by placing the letter corresponding to the occupation on the needs scale where it fits best.

a. farmer
b. insurance sales person
c. assembly line worker
d. accountant

to be in charge to work alone to control my schedule to do something different every day	AB	CD	to follow orders to do things for others to be given a work schedule to have a set routine

4 of 4

14. If you wanted to find out about job openings how would you describe the following sources of information:

	Reliable	Needs to be Checked out	Unreliable
Friends and Relatives		✓	
School Counselor	✓		
Classified Ads		✓	
State Employment Service	✓		
Private Employment Service		✓	
U.S. Civil Service Commission	✓		
State Civil Service Commission	✓		
Unions		✓	
Parents		✓	

7 of 9

15. Making decisions based upon our personal values means that:

Decisions become easier Yes [✓ No]
We do what we think is important [✓ Yes] No
We do what we say is important Yes [✓ No]
We do everything that is worthwhile Yes [✓ No]

3 of 4

16. a. Indicate which of the following jobs would likely be selected by someone who strongly values helping others by circling *Yes* or *No.*

Doctor [✓ Yes] No
Social Worker [✓ Yes] No
15 Football Player Yes [✓ No]
Clergyman [✓ Yes] No
Typist Yes [✓ No]

Sports Writer Yes [✓ No]
Probation Officer [✓ Yes] No
Dancer Yes [✓ No]
Sailor Yes [✓ No]
Construction Worker Yes [✓ No]

of 16. b. Indicate which of the following jobs would likely be selected by someone who strongly values being *independent and working alone.*

Taxi Driver [✓ Yes] No
Firefighter Yes [✓ No]
20 Construction Worker Yes [✓ No]
Farmer [✓ Yes] No
Teacher Yes [✓ No]

Minister Yes [✓ No]
Senator Yes [✓ No]
Forest Ranger [✓ Yes] No
Receptionist Yes [✓ No]
Salesperson Yes [✓ No]

17. When we think of the ways in which we can live our lives, what are some of the choices we have?

CHECK ALL THE RIGHT ANSWERS

✓ Friends
✓ Kind of job
All ✓ To get married or not
✓ Hobbies and leisure time
✓ Church involvement
✓ To work or not

✓ Changing jobs
✓ Political involvement
✓ Unpaid work
✓ To have children or not
✓ Community involvement

18. In planning for short and long term goals, answer true or false for the following:

	True	False
4 People should finish their formal education before starting in a full time job.	✓	
of Volunteer work and leisure activities should be mostly for people over age 65.		✓
5 Change of career plans is usually a sign of poor planning.		✓
Changing jobs is usually a sign of poor planning.		✓
Starting a career and a family at the same time is usually best.		✓

19. Fill in the most likely goals for a high school graduate using the letters. Put three goals in each category.

4

of

6

a. happy family life
b. being independent
c. making money
d. security
e. education for work
f. education for leisure

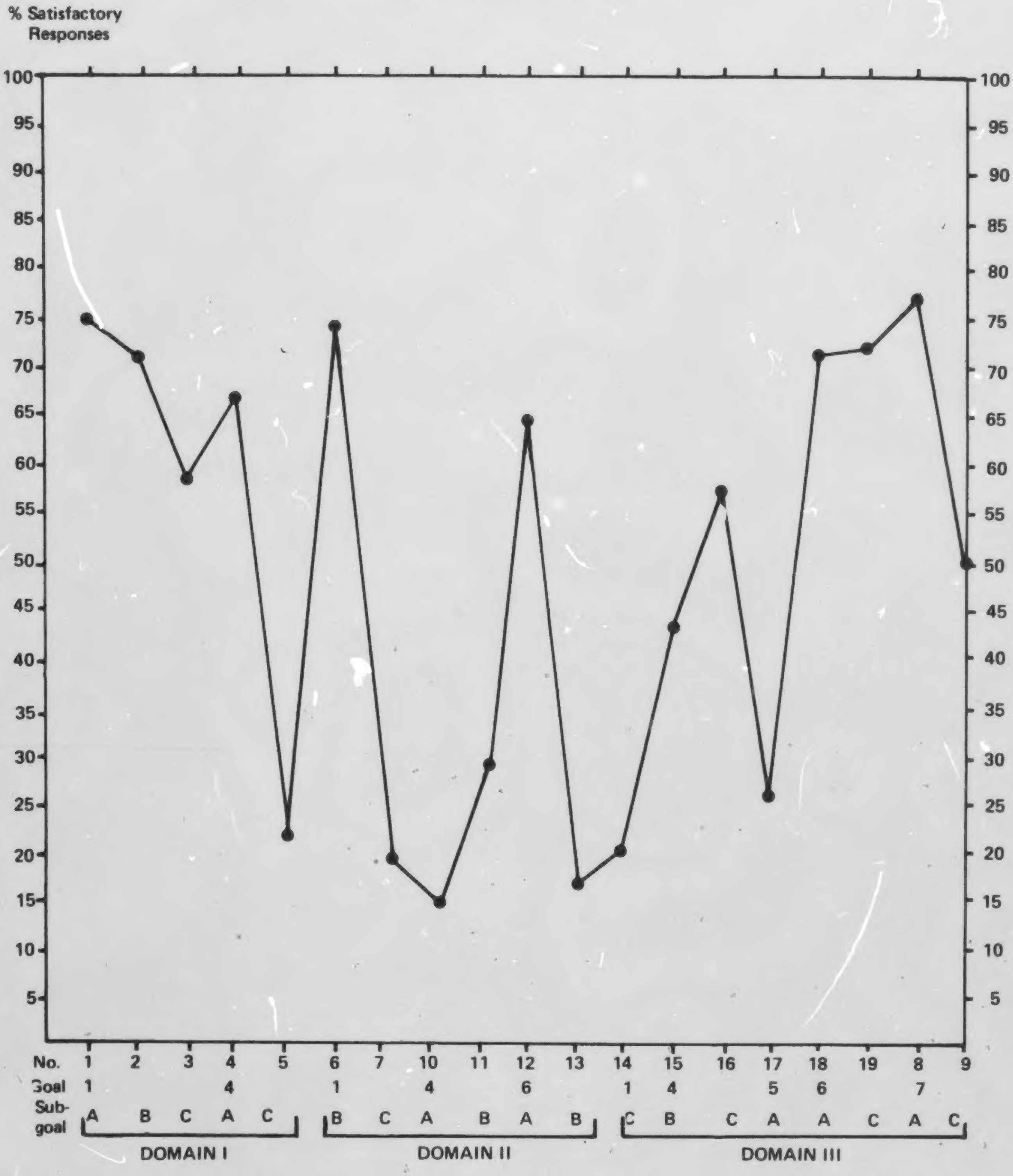
Short-range goals. (next five years) *b* *c* *e*

Long-range goals. (next 15-20 years) *a* *d* *f*

APPENDIX B

STUDENT ACHIEVEMENT CHART

STUDENT ACHIEVEMENT CHART



APPENDIX C

PRIORITIZING CAREER DEVELOPMENT NEEDS

MEMORANDUM

TO: Needs Study Participants

FROM: Walter Davis, Project Coordinator

DATE: July 18, 1977

RE: Prioritizing Career Development Needs

Over the last several weeks our district career guidance needs study has determined a list of important student learning goals.

The students current performance level on each of these goals has been determined. Comparing student learning goals with actual performance has given us a list of needs. At each step of the process we have received help from students, school staff employers, and other community residents. We are now asking a large sample from each of these groups to help us determine the urgency with which we should attempt to meet these student needs. Therefore, you are being asked to respond to each of the items on the attached questionnaire and return it to ______________________________ by ______________________________.

Thank you for your cooperation.

INSTRUCTIONS

Use this scale to tell us how quickly the school should do something about each need.

1	2	3	4	5
Sometime	Before too long	Pretty Soon	As soon as Possible	Right Now

EXAMPLES

Need **Rating**

1. Too many students are unable to list at least five skills they will need for employment. ____

If you think that this need should be addressed right now, you would put a 5 in the blank. If you think that the school should address the need sometime, you would put a 1 in the blank. If you think that the school should try to meet the need pretty soon, put a 3 in the blank. If before too long, put a 2. If as soon as possible, put a 4.

PLEASE USE THIS SCALE TO RATE EACH OF THE STUDENT NEEDS LISTED ON THE NEXT PAGE!!!!!

URGENCY OF NEEDS SURVEY

Please indicate which of the following groups your represent.

________	1.	Students	________	5.	Drop Outs
________	2.	Parents	________	6.	School Staff
________	3.	Administrators	________	7.	Community Members
________	4.	Graduates	________	8.	Employers

1	2	3	4	5
Sometime	Before too long	Pretty Soon	As soon as Possible	Right Now

NEEDS	RATING
Too few students can:	
1. Apply self-awareness knowledge to career goal setting.	________
2. Use a knowledge of abilities and interests in career planning.	________
3. Evaluate the types of skills needed for life-long career development.	________
4. Identify the performance requirements of various occupations.	________
5. Explain how a person's qualifications relate to several occupations.	________
6. Explain how an occupation can be a source of satisfaction or dissatisfaction.	________
7. Explain how values help determine decisions.	________
8. Evaluate career decisions based upon individual values.	________
9. Identify open entry and open exit patterns of school, work, leisure, and family roles.	________
10. Show how short and long-range goals relate to life roles.	________

APPENDIX D

RESULTS FROM THE CAREER SURVEY

SURVEY RESULTS

5–Strongly Agree 4–Agree 3–No Opinion 2–Disagree 1–Strongly Disagree

		Elementary	Jr. High School and High School	Both
1.	Most people finish high school not knowing what kind of career they prefer.	3.00	3.76	3.67
2.	Students should be told about different jobs and job requirements during the study of every subject in every level.	3.48	4.04	3.78
3.	"Career Education" is another name for vocational education.	2.19	2.12	2.15
4.	Elementary school is too early for a student to start thinking about career possibilities.	2.33	2.58	2.47
5.	Every student should have at least one paying job before graduating from high school.	3.38	3.46	3.50
6.	Career education will be of greater long term value to boys than to girls.	1.90	1.77	1.83
7.	You don't need a college degree to be a success.	4.20	4.38	4.30
8.	A student's choice of career can be changed by career education in school.	4.14	4.08	4.11
9.	One can easily predict a child's eventual career by looking at his/her family's ambitions for him/her and his/her father's occupation.	2.29	2.04	2.15
10.	Visits from industrial chemists would create more interest in a chemistry class.	3.81	3.54	3.66
11.	Good high schools have a high percentage of students who go to college.	3.43	3.42	3.42
12.	Every student should graduate from high school with a saleable skill he/she can use on a job.	3.33	3.31	3.32
13.	Students going on to college should not make their career plans while in high school.	1.90	1.81	1.85
14.	Every high school graduate should be guaranteed either further education or immediate employment.	2.57	2.54	2.55

		Elementary	Jr. High School and High School	Both
15.	A high school student should receive credit toward graduate for working as a:			
	Camp Counselor	3.47	3.13	3.36
	Gas Station Attendant	3.50	2.91	3.25
	Stock Clerk	3.44	2.91	3.14
	Teacher Assistant	3.60	3.52	3.55
	Hospital Volunteer	3.60	3.29	3.43
	Political Campaign Worker	3.38	2.59	3.19
	Dental Assistant	3.68	3.29	3.46
	Sales Clerk	3.36	2.96	3.1[illegible]
	Any kind of Work	3.33	2.31	2.97
16.	Elementary school would be better if centered around the work world.	2.15	2.27	2.27
17.	The school guidance department should carry the primary responsibility for career education.	3.00	3.10	3.10
18.	There are areas in the school program more important than career education that need our time, money, and effort.	3.20	3.00	3.00
19.	An effective program of career education would lower the school dropout rate.	3.92	3.68	3.68
20.	Students should hold several kinds of jobs before leaving high school.	3.10	2.92	2.92
21.	Most high school graduates are not prepared to enter the business world.	3.38	3.88	3.88
22.	Guidance counselors don't know enough about career possibilities for students.	3.14	2.80	2.80
23.	The present high school vocational education courses teach students enough about the work world.	2.23	2.42	2.42
24.	Elementary school students should have workmen, such as postmen, garment workers, and electricians, coming to school to talk about their jobs.	4.05	3.84	3.93
25.	Courses such as art and music would be damaged by including information about job possibilities in those fields.	1.95	1.84	1.89

	Elementary	Jr. High School and High School	Both
26. If schools were career-oriented, they would be useful to more students.	3.35	3.71	3.64
27. Most local business and professional people would help with a career program in the schools.	3.90	3.69	3.78
28. Career education will cost money but will be a saving for society because of an increase in employment.	3.35	3.23	3.28
29. State and federal governments should pay the full cost of career education.	3.15	2.96	3.04
30. Our local community should pay for career education if the state and federal governments cannot.	3.42	3.38	3.40
31. Local residents would be eager to visit schools to talk to students about their jobs.	3.70	3.12	3.40
32. Students who are good in history should be told about jobs in this field.	3.85	3.92	3.90
33. Career education should be available to all students from kindergarten through grade 12.	3.63	3.65	3.64
34. Separate courses on career education would be better than incorporating this subject into existing courses.	2.52	2.40	2.55
35. Foreign language teachers should teach about careers in their classes.	3.75	3.92	3.85
36. The ways mathematics can be used in jobs can be taught in a few days in every mathematics course.	2.40	2.96	2.72
37. As part of the high school program, students should be allowed to leave school during the day to work.	3.80	3.76	3.78
38. Students should be permitted to miss regular classes in order to go on a field trip with another class.	3.67	3.48	3.57
39. Career education should be taught by special career education teachers rather than by regular teachers.	2.60	2.61	2.60
40. The quality of education would be raised by an emphasis on jobs and work.	3.20	3.36	3.29
41. Career education is just another fad that will soon be forgotten.	2.40	1.92	2.13

CHAPTER VII

HATCH, NEW MEXICO

SITE DESCRIPTION

The Hatch Valley Municipal School System comprises the northern third of Dona Ana County and covers an area of 1200 square miles. The distance from one end of the district to the other is approximately 20 miles. The population in the district, a farming community, is 4,500 of which 895 attend the public schools. Buses are used to transport the pupils to and from school each day.

Hatch is a friendly community, resting in a protected valley. Situated between Truth or Consequences (pop. 7,000) and Las Cruces (pop. 50,000), Hatch is located on the Santa Fe Railroad line between U.S. Highway 85 and Interstate 25. Cotton and green chili are the principal agricultural crops.

There are approximately 1,000 residents within the limits of Hatch. The Las Uvas and Caballo mountains partially encircle the valley at Hatch, while the Organ mountains of pictorial fame are visible on the southeastern horizon. The Black Range stands guard in the West.

The school population of Hatch consists of 80 percent Spanish surname and 20 percent Anglo. Approximately 76 percent of the population falls under poverty level guidelines. The three schools in the district—Garfield Elementary School, Hatch Elementary School and Hatch High School—all have Title I funding.

The overall philosophy for Hatch typifies the rationale for its involvement in the field test of the Cooperative Rural Career Guidance System:

> We believe that our school exists for the purpose of serving students with an opportunity to engage in those physical and mental activities which will enable them to develop their skills and abilities to the level that their desires, aptitudes, and our resources permit. Secondly, we believe that our school should help our students to become useful and responsible citizens now and in their future lives.

Hatch was nominated to be a field test site by the director of the ERIC Clearinghouse on Rural Education and Small Schools. The extreme importance of locating at least one of the national demonstration sites in the rural southwest with its heavy Mexican-American population was recognized in making this nomination.

The Dona Ana Occupational Branch—a two-year postsecondary branch of New Mexico State University was selected as the cooperating postsecondary institution. Dona Ana County Branch is probably one of the most unusual two-year public institutions in New Mexico. It is located on the main campus of New Mexico State University and, its students therefore have access to a wide variety of services.

During the fall semester of 1975, the Dona Ana County Branch had a total enrollment of 916 students. The Branch was also actively involved in community programs in the Hatch school district. Continued involvement with the Hatch community and participation in the national field test was favorably viewed.

PLANNING PHASE

Program Coordination

The principal of Hatch High School served in the capacity of program coordinator during the early stages of program planning. As the school head, his designation as program coordinator was a positive indicator of the school's commitment to the development of a comprehensive career guidance program. The coordinator of student development at the Dona Ana County Branch of New Mexico State University was selected as primary contact at the postsecondary cooperating institution.

Both key contact persons attended the Rural Career Guidance Field Test Orientation Workshop in Columbus, Ohio from March 21-24, 1977. Major purposes of this concentrated orientation effort were to gain familiarity with the contents of the *Rural America Series* and to develop an understanding of field test procedures.

Although the principal was enthusiastic about developing a comprehensive career guidance program, conflicting administrative responsibilities hampered the planning operations desired for successful program development.

By the end of the school year, only initial coordination activities had taken place. Most of the early efforts centered on forming a broad-based program planning committee (see next section, Planning Committee Formation).

The end of the school year approached without notable field test progress.

In an effort to spur field test activity during the summer months, the National Center for Research in Vocational Education announced the availability of mini-grants (maximum of $300/site). The Hatch school district showed interest in applying for one of these grants. Following a proposal submitted by the coordinator, the awarded mini-grant was used to conduct a half-day orientation session for planning committee members followed by an informal dinner in the school cafeteria. On August 16, a staff member from the National Center presented an overview of the field test to members in attendance. Informal discussions continued over dinner.

As a result of this visit, the postsecondary cooperating institution assumed responsibility for conducting a community resource assessment in Hatch and the surrounding area. This aspect of the program planning process is described in the section on Resource Assessment.

Field test progress at Hatch High School did not resume full swing again until February. Conflicting administrative responsibilities were seen as the major cause for inactivity. Until this time, the coordinator had a major responsibility for preparing for North Central evaluation—conducted every seven years.

In February, a working session was set up by the program coordinator to develop plans for accomplishing the student career development needs assessment. A member of the National Center was on site to provide technical assistance, as required.

Because of the short time frame left in the field test period and the amount of planning that still had to be completed, a request was made of the school counselor to assume the leadership role in program coordination. During the remaining months of the field test period, all planning specified by the field test agreement was accomplished in a timely manner with leadership provided by the counselor—the new program coordinator. Major phases of career guidance program planning that were completed include: (1) the assessment of student career development needs, (2) the development of student objectives based upon highest priority need areas, and (3) the development of a comprehensive plan for program implementation. Highlights of the major accomplishments are detailed in the following sections of this report.

Planning Committee Formation

A program planning committee was organized by the end of April 1977. The program coordinator met with the key contact person from the cooperating postsecondary institution and the elementary and high school counselors to brainstorm a list of candidates for potential planning committee membership. Two major criteria were used to identify potential planning committee members: (1) individuals from all "walks of life" should be represented and (2) the best representation of the two cooperating communities—Hatch and Las Cruces, should be achieved.

Final selection of planning committee members was made cooperatively by the program coordinator and the postsecondary institution representative. The committee was comprised of 11 designated members and two alternates.

Designated members included a community member from Las Cruces who was actively involved in community and civic organizations, a state representative, a high school counselor and an associate dean from the university and 7 representatives from Hatch: a minister, two students (male and female), a businessperson, a teacher, a parent, and the high school counselor. It was determined that program planning focus primarily on meeting the needs of Hatch students. Therefore, a larger number of representatives was selected from that community.

Alternate members were the curriculum coordinator and a school board member from Hatch.

The planning committee met twice during the field test period on a formal basis. The first meeting took place shortly after the committee was organized. This meeting was designed as an orientation meeting. The *Rural America Series* was made available for review by the planning committee members. A second meeting was convened during the summer to gear up for the new year (see section on program coordination).

Plans to have the committee function as a totally involved working group never materialized. The long delay in making any progress related to career guidance program planning also had its effect on the functioning of the planning committee.

Three new members were added to the planning committee by the counselor when she assumed the role of program coordinator. Another teacher, a parent, and a physician were thus also involved in various phases of program planning. Because of individual preferences in working with groups of varying sizes and with individuals that a person knows, there was an understandable shift to contacting on an individual basis in contrast to conducting more formal group planning sessions.

Several committee members were contacted by the program coordinator on an "as needed" basis to help complete the planning process in the time remaining for the field test period. It is anticipated, however, that a smaller planning group will be used in a more active role during the program implementation phase. Group membership will be restructured to identify individuals who express a genuine interest in assuming a guidance team role as opposed to functioning in an advisory capacity.

Needs Assessment

Planning to conduct a student career development needs assessment was accomplished during an intensive two-day work session in late February 1978. Overall leadership for accomplishing this phase of the program planning process was assumed by the math teacher (who subsequently became a member of the program planning committee). Release time from regular teaching responsibilities enabled the teacher to devote a concentrated period of time (two days) to complete the assessment. A recent high school graduate was hired on a short-term basis to provide necessary clerical support. (The typist was paid in part with monies remaining from the mini-grant awarded the previous summer.)

The needs assessment handbook contained in the *Rural America Series* proved to be an invaluable working tool in accomplishing this major task in a very short time frame. A complete report of the results was prepared by March 8. (A copy of this report is presented in Appendix A.)

Several unique characteristics of the community and of Hatch High School students had to be considered in adapting the procedures and forms contained in the handbook. It was determined that because of the large number of individuals residing in Hatch for whom English is a second language, the goal statements would be too vague and general to be meaningful. Valuation of perceived importance was, therefore, determined initially at the subgoal level. Thirty-five subgoals were identified as most likely to be of importance to Hatch students. A list of these subgoals (reworded to simplify the language) was prepared and then reviewed by the school counselors before conducting the importance survey.

One hundred ninety-five (195) individuals were asked to rate the subgoals on a five-point scale. The survey group consisted of 19 community members, 21 faculty/staff members and 155 students in grades nine through twelve. Equal weight was given to the student group, staff group and community group ratings. The 10 subgoals perceived to be of highest priority for Hatch students are identified below.

1. Use a knowledge of abilities and interests in career planning.
2. Know that career planning is needed on an ongoing basis.
3. Accept the responsibility for their decision-making outcomes.
4. Identify their interests.
5. Identify school skills needed in different occupations.
6. Evaluate decisions based upon personal goals.
7. Identify their values.
8. Plan their lives based upon an understanding of themselves.
9. Describe a number of occupational possibilities for themselves.
10. Recognize sources of information for career decision making.

A complete list of priority rankings is contained in the Report of the Assessment (Appendix A).

Further data analysis was performed to examine the differences in perceived importance by group membership. Also, for the student population sub-analyses were performed. Analyses were performed to examine the differences among the following:

- Responses of students with good grades (A–C)
- Responses of students with poor grades (C–F)
- Responses of Anglo students
- Responses of Spanish speaking students

In order to obtain the required information for the desired level of analysis, students were asked to fill out information sheets with their approximate letter grade average for the present year, classification by grade, ethnic group, etc.

A decision was made to test the students' present level of achievement on all 35 subgoals. The Student Career Development Questionnaire from the *Rural America Series* was modified, an answer key developed and scoring procedures devised before the test was administered.

In an attempt to test students representative of the total student body, the instrument was administered to 155 students in the following classes:

- Freshmen in General Math and Algebra I
- Sophomores in Geometry
- Juniors in English and Algebra II
- Seniors in English and Trig/Calculus

Interpretation of results revealed several interesting findings. On the average, students answered correctly only 37 percent of the total number of items. In the 10 items that had been determined as the most important based on the ranking of priority subgoals, the student average was only 35 percent correct and 38 percent for the other 25 items. An examination of the Need Table (see Appendix A) reveals that Hatch students showed the greatest need for career guidance in the Self and Interpersonal Relations Domain. The average correct response in this domain was only 30 percent. Average correct response across items in the Life Role Domain was 40 percent and 46 percent in the Career Planning and Decision-Making Domain.

Test results were also analyzed in terms of students with good grade averages and students with poor grade averages. The test results were compared with the subgoals that each group had perceived as being most important. Both groups scored higher on the set of items that represented the subgoals they had previously deemed most important.

Information contained in the Needs Assessment Report provided direction for the next major phase of program planning—developing student objectives.

Developing Objectives

Nine subgoals were determined to be of highest priority for Hatch students based upon needs assessment results. Program development for the coming year would, therefore, focus on increasing students' skills and understandings relative to these desired outcomes:

IT IS IMPORTANT THAT STUDENTS CAN . . .

1. Use a knowledge of abilities and interests in career planning.
2. Identify their interests.
3. Identify school skills needed in different occupations.
4. Evaluate decisions based upon personal goals.
5. Identify their values.
6. Plan their lives based upon an understanding of themselves.
7. Demonstrate skill in investigating specific occupations.
8. Evaluate career decisions based upon their personal values.
9. Apply knowledge of leisure time to different life situations.

The next step in the planning process was to formulate student objectives that would lead to the attainment of the priority subgoals. Thirty-one student behavioral objectives were written by the program coordinator.

Recognizing the importance of career guidance at all grade levels, she developed the objectives to span the continuum of grades 7-12. The 31 objectives are presented below.

1. *Use a knowledge of abilities and interests in career planning.*

   Objectives:

   a. During each high school grade, each student will make a written statement of his or her career intentions and plan an educational program of study accordingly.

   b. During each grade from the seventh grade on, each student will evaluate his or her own grades, test results and favorite activities.

   c. During the seventh or eighth grade, each student will define activities which he or she enjoys doing as well as specify his/her own areas of strength.

   d. Beginning in the seventh grade and continuing in the later grades, each student will examine standardized testing results which have measured achievement in academic areas.

e. During his or her high school years, each student will have participated in one vocational aptitude testing situation and considered the results in terms of interests, abilities, and aptitudes.

f. During the junior year, the student will formulate a specific career choice based on:

   1) Interests
   2) Abilities
   3) A defined value system

g. The student will realize his/her own potential in relation to several occupational choices.

h. Through classroom activities each student will gain skills in inter-personal activities.

2. *Identify their interests.*

At the end of the eighth grade, each student will choose and express a preference for one of three options for planning:

a. 1) Job right after high school
   2) Trade school after high school
   3) College

b. By the end of the ninth grade, each student, in pursuing his or her career preparation route will define a second and third occupational choice.

c. By the end of the eighth grade the student will state in writing, his or her entire educational program which will be directed toward one or more occupational choices.

d. During the junior and/or senior year, each student will formulate and research information on a career intention and pursue information on two alternative careers as well.

3. *Identify school skills needed in different occupations.*

a. Each student will confront a minimum of three job-oriented possibilities in relation to each subject area the student takes in high school.

b. Through structured classroom units, each student will be acquainted with techniques of successfully accomplishing the job interview and the job application.

c. Students will realize both financial and personal rewards available from many occupations-related to specific subject areas.

d. The student will experience classroom activities which will clarify the relevancy of the specific subject to an occupational choice.

e. Students will examine the requirements of occupations which relate to each subject area which they take in school.

f. Through an all school basic skill program the student will prioritize skills needed for consumer survival.

g. Students will pass a test in basic societal survival skills.

4. *Identify their values.*

a. By the end of the junior year, each student will have defined his or her own personal value system by stating in written form ideals for which he or she stands.

Through classroom activities each student will realize and respond to the values of work from the point of view of experiencing an enjoyable life style.

b. In specified classes, each student will define in writing what is valuable in a job.

5. *Evaluate decisions based upon personal goals.*

a. At the end of each school year, each student will restate and reformulate career plans.

b. Through classroom activities, each student will realize and respond to the realities of the work world from an economic point of view.

6. *Plan their lives based upon an understanding of themselves.*

a. The student will demonstrate an understanding of himself or herself through written, oral and creative activities. This understanding will clarify itself in terms of interests, strengths, values and culture.

b. Each student during high school, will have participated in structured group process experiences in which he or she will be exposed to techniques of effective listening and effective speaking.

7. *Demonstrate skill in investigating specific occupations.*

a. Students will utilize the expertise of family, friends, teachers and professionals when formulating career decisions.

b. By the end of the senior year, each student will have taken the following steps, relating to an occupational choice or a career decision:

1) Consulted printed sources of information
2) Consulted professionals representing career areas
3) Taken a career-oriented course in high school

c. Each student will have access to and utilize a catalogue of human resources relating to many job areas.

8. *Evaluate career decisions based upon their personal values.*

a. Students will experience structured experiences in decision-making activities and come to regard it as a careful process of several steps rather than as a one-shot risk.

3. *Apply knowledge of leisure time to different life situations.*

   a. Each student will develop at least one hobby as a result of the exposure he or she will receive from enrolling in elective classes in high school.

   b. All students during high school will experience activities which will lead to an interest in leisure time activities in adulthood

Selected members of the program planning committee were asked to review the objectives and to suggest activities that could be used in formulating the program plan. The section entitled "Putting It Together" describes the development of the comprehensive program plan.

Resource Assessment

A resource assessment of the community of Hatch, New Mexico was conducted during the Autumn Semester of 1977. The postsecondary institution—Dona Ana Branch—assumed the responsibility and leadership required to complete this phase of the program planning process.

The question of whether to use high school or university students was debated. It was decided to use university students because their participation would probably lead to a greater involvement on the part of the community.

A professor in the College of Education agreed to have her class, Introduction to Community Education, conduct the resource assessment survey.

The original survey instrument from the *Rural America Series* was whittled from three pages to one with input from graduate students in education.

It was also decided to utilize the computer programming skills of one student in the final tabulation of the survey. The poll was further revised to conform to computer program model characteristics.

The details of the instrument were arranged so that specific information contained in the computer printout would be as follows:

1. The first three printouts were to list alphabetically by name, town, and interest, those individuals that expressed a positive desire to participate in a career education program in the Hatch Schools. The data in these reports contain name, address, telephone number, career interest, availability, school grades, time limit, resource materials, how to contact, and any facilitative resources.

2. The last two printouts were to present frequency and cross-tab tables on the various individual data elements.

Once the form was revised, it was decided that a total of 500 copies would be printed. The forms were printed and ready for distribution that same week. The Branch representative "prepped" the class on the use of the instrument through the use of role playing and question and answer sessions.

A canvas date was set; maps were distributed and geographical groups assigned. A publicity campaign was simultaneously launched to saturate the community with news of the upcoming survey. State and local newspapers, radio stations, and university television blitzed the Hatch area with information.

Hatch Elementary grade students also carried the survey forms to their parents. A letter was attached to the form explaining the project to guarantee maximum return. Any duplication between canvas and letter responses would be handled when all the forms were returned.

It was decided that students would travel in pairs during their Saturday canvass effort. In addition, it was agreed that one student should be bilingual in Spanish. This tactic avoided possible communication problems.

One whole Saturday was used to conduct the resource assessment. Needless to say, students ran into problems. Some residents were not home; others chose not to participate; others did not want to be bothered; others had already turned in the survey form brought by their child. Students were diplomatic and handled each problem as best as possible. There were no incidents.

The following Monday all completed instruments done by the university students were collected by the Branch representative. The next day the instruments that the elementary grade students had taken to their homes were picked up in the principal's office. Within a week's time, three computer printouts were ready.

Of the three printouts, one was sent to the National Center for Research in Vocational Education, The Ohio State University, one to Hatch Schools, and the other one was retained by the Branch.

PUTTING IT TOGETHER

To identify activities best suited to attain objectives, the program coordinator designed a creative brainstorming activity. The form illustrated below was given to selected committee members to obtain ideas for program implementation.

Career Education Project
Creative Brainstorming Activity

Committee Member ____

We need your input on ideas to implement the career education objectives. Please write down any idea which may occur to you as an activity which would promote our objectives and turn kids on to career and job orientation. You needn't put your ideas in sentence form—just jot down any idea that comes into your mind.

Minimal response had been received at the time the Preliminary Career Guidance Program Plan was drafted. Input from Hatch Valley High School staff also helped guide the program development. Staff had determined a need for more competency-based programs as well as a need for more provisions for creative and artistic activities. As a result, these considerations are incorporated into the stated objectives and activities contained In the preliminary plan.

An effort will be made to further refine the plan and to have it critiqued by members of the program planning committee before full-scale implementation occurs.

PRELIMINARY CAREER GUIDANCE PROGRAM PLAN

Subgoals	Objectives	Activities	Person Responsible	Resources Needed	Date Start	Date Finish	Evaluation
1. Students can use a knowledge of abilities and interests in career planning	1,2,3	– Discussion groups led by students. – Group process counselor-led interaction, teacher and guest speaker from the Mental Health Center	Principal, Teachers and Counselor	Guest speaker from Mental Health Center	9-78	12-78	Student questionnaire
	8,7,6	– Speakers and interaction activities – Written essays and research assignments – Guest speakers who will describe typical career aspects plus what each professional does as a leisure time activity		Speakers	9-78	12-78	Student questionnaires
	5	– Vocational aptitude testing: Briefing before test; interpretation after.	Armed Service Facilitators connected with ASVAB testing program	Vocational aptitude tests	10-78	10-78	Test results obtained
2. Students can identify their interests	1,2,3	– Discussions relating to students' future planning – Writing assignments related to future goals – Writing of personal autobiographies and interchanging them with other students	Classroom teacher through individual career units	Career pamphlets Career speakers Community members with hobbies to share Resource guide or catalogue An activity period allotted to schools for careers	9-78	5-79	Principal Observation

PRELIMINARY CAREER GUIDANCE PROGRAM PLAN (Continued)

Subgoals	Objectives	Activities	Person Responsible	Resources Needed	Date Start	Date Finish	Evaluation
	4	– Research writing into career fields – Writing of personal resumes – Research and investigation of leisure activity goals – Searching the community for hobbies, leisure activities, guest speakers and field trips					
3. Identify school skills needed in different occupations	1	– Student interviews with professionals outside of school. (Student assignment)	Teacher through career unit		78-79	79	% of Student Participation
	2	– Role playing activities and simulated job application experiences	Teacher	Professional personnel persons			
	3,4,5	– Guest speakers, field trips, structured group processes, research assignments, essay writing	Teacher	Speakers, Teacher units	78	79	
	6,7	– Basic skills plan for entire school: Teacher units in basic societal skills – Skill activities related to basic consumer competencies	Teacher	Teacher units Charts and illustrations demonstrating the relevancy of a subject to effective living Additional Activity. Test briefing, administration and interpretation			

PRELIMINARY CAREER GUIDANCE PROGRAM PLAN (Continued)

Subgoals	Objectives	Activities	Person Responsible	Resources Needed	Date Start	Date Finish	Evaluation
4. Identify their values	1,2,3	– Structured group experience-interaction style in which students exchange what kind of things in life are important to them – A values clarifications lesson	Counselor-teacher	Professional Psychologist as guest speaker	78	79	Students will formulate opinions in writing in specified areas and support them % of participation
		– Values will be related to leisure time and to work time through open ended discussion activities and personal essays					
5. Evaluate decisions based upon personal goals	1,2	– Continued regular relating of subject to careers in teacher classroom to student goals – Students, through paragraph writing, and discussion of personal statements will reconfirm his/her own goals and skill needs. Teachers will reinforce these values and needs at the end of each unit in their subject areas	Teacher		9-78	5-79	Testing
	6	– An artistic unit in each subject area related to careers, interests and hobbies. Students will render their knowledge and feelings toward a career and leisure activity through some creative medium: writing, poetry, art, sculpture, music, etc. Whatever turns the student on	Teacher Counselor	Professional facilitator/or Counselor	78	79	Questionnaire
	8	– Mini unit on listening and speaking techniques-experiments related to this structured group experience					

PRELIMINARY CAREER GUIDANCE PROGRAM PLAN (Continued)

Subgoals	Objectives	Activities	Person Responsible	Resources Needed	Date Start	Date Finish	Evaluation
6. Plan their lives based on an understanding of themselves	1,2	– Each teacher will plan an individual (15 min.) career-personal planning counseling session with each student	Classroom Teacher		1st Semester 78		Student Questionnaires
7. Demonstrate skill in investigating occupations.	1,2,3	– Career-of-the-month speakers – Each teacher will plan a "Career Resource Day" which will be incorporated into the career unit. On this day the student will browse through career room and pick up pamphlets, visit key professionals in the community. It will be a multi-experiential day—with geographic limitations being the entire Hatch Community. – Students will make a poster advertising a certain career related to that subject.	Teacher	Parents Community Members Books Pamphlets	9-78	5-79	
8. Evaluate career decisions based upon their personal values	1	– Mini unit on decision-making. Role-playing situations in which students create alternatives for themselves.	Teacher		1st Semester 78		
9. Apply knowledge of leisure time to life situations	1	– In each class the students will render their feelings and knowledge of that class in some artistic or interest activity—a hobby unit	Classroom Teacher		3-79	5-79	% of increase attendance
	2	– Students will share their outside interests with other students and "demonstrate their specialty." Students become the guest speakers for the class and share their special interests					

In addition to the Preliminary Career Guidance Program Plan, the program coordinator has accomplished systematic planning for her role as the schools' guidance counselor.

A written job description is included to provide a frame of reference from which the counselors' personal program objectives were developed. These are included after the job description.

Hatch Valley High School Guidance Counselor
Job Description

Because of the multiple nature of the counselor's job in the Hatch School system, it is impossible to write a specific and accurate job description in paragraph form. For this reason and for the purpose of easy practical understanding of typical counselor tasks, the following list of activities is provided. This list represents much of what the counselor does in a day or throughout the year. The following activities represent typical guidance tasks and assignments. The list is not necessarily complete or inflexible.

1. Writes letters or recommendation
2. Telephones employers to solicit employment for students
3. Assists students in preparing employment applications
4. Keeps records of interviews
5. Writes letters to parents concerning students
6. Interviews prospective dropouts
7. Interviews new students
8. Collects college catalogs and other information about colleges
9. Assists students in making applications for colleges
10. Presents information (other than scholarship) to individual students
11. Collects occupational information
12. Secures occupational information
13. Presents occupational information to individuals and groups
14. Collects scholarship information
15. Presents scholarship information to individuals and groups
16. Evaluates student transcripts
17. Checks permanent records for completeness
18. Checks senior graduation requirements
19. Maintains attendance records for guidance purposes
20. Serves on student attendance committees
21. Controls use of counselor's confidential files on students

22. Maintains student files
23. Identifies students with special abilities
24. Identifies students with special needs
25. Refers special need cases to agencies
26. Facilitates scheduling
27. Helps develop procedures for classroom placement of students with special abilities or needs
28. Makes classroom placements of students with special needs
29. Identifies resource persons for students and teachers
30. Conducts follow-up studies of graduates
31. Conducts follow-up studies of drop outs.
32. Helps to evaluate effectiveness of guidance program
33. Conducts group orientation sessions with students
34. Sponsors extra curricular clubs
35. Serves as class sponsor

Hatch Valley High School Guidance Program
General Objectives

1. Through the use of planned as well as spontaneous activities, the counselor shall provide services which are aimed at a positive and satisfying adjustment in the student. This goal will include personal, physical, social, intellectual, and vocational areas.

2. All staff members shall be involved in bringing about this aim. The counselor shall often work through the teachers in modifying deviant behavior in students, and in reinforcing model behaviors.

3. The counselor will respond to overall school and community needs as well as individual student needs.

4. The counselor will utilize regional referral agencies in working with students' special needs, and when he/she needs backup information.

5. The counselor shall provide educational guidance in the light of the school curriculum and in the light of the students' desire to continue their education on a higher level or enter into a vocational field.

6. The counseling office will provide each ninth grader with a tenative four-year educational plan based on the early vocational choices of the student.

7. The counselor shall, through the use of conferences, and resource materials, instill in the students an awareness of the concept, "vocation." The student will understand that this idea must involve him in every phase of life and that it will demand from him a sense of purpose and place in society. It will also demand a sense of responsibility to respond to a vocation to the fullest extent.

8. The counselor shall provide for students and teachers continuing information and resource persons, test data and guidance in the areas of occupational choices.

9. The counselor shall coordinate and interpret college entrance tests, objective-based tests and state achievement tests for students and teachers. This will be done through scheduled student conferences and via teacher request.

10. The counselor shall maintain adequate and accessible confidential records on students as well as follow-up studies on graduates.

11. The counselor shall demonstrate an understanding of the cultural setting of the Hatch area by providing culturally-oriented teaching materials for teachers, by informing teachers of cultural awareness conferences and by promoting positive interaction between all students.

12. The counselor shall provide an orientation program designed to assist seventh grade students to make a successful entry into the junior high program.

13. The counselor shall provide seniors and freshmen with questionnaires and interest inventories designed to specifically serve the students' particular needs in planning for the future.

14. The counselor shall serve on educational and community committees when needed.

15. The counselor shall provide high school students with complete instruction on college or trade school entrance procedures as well as financial aid.

16. The counselor shall assume a role as mediator or facilitator between students, teachers and/or principal.

INITIAL IMPLEMENTATION

During the 1977-78 school year a "Career-of-the-Month Program" was instituted. The purpose of this program was to provide Hatch students with ongoing exposure to key career models, and to inform them of such pertinent information as the nature of a given career, along with its training, special requirements, advancement opportunities, earning, and working conditions.

This program, projected for a nine month period of time was intended to provide an incentive for continuous career awareness. In addition to providing continuous exposure to specific careers, the program also helped to reinforce the work ethic concept itself.

Also since career readiness depends most essentially on proficiencies demanded of a normal high school curriculum, the need for integration with subject matter was emphasized. Career introduction by teachers and follow-up were also essential aspects.

The dynamics of the program included pre-selection of nine general career areas. During each month, one career area was emphasized by classroom and guidance teachers alike. Then, at various designated dates throughout the month, a professional representing an occupation in the specific career area was available for classroom presentations and for individual student conferences. Teachers and students could sign up in advance if they felt that the speaker's career was applicable to their needs.

Initial planning for development of a support base for career guidance program implementation was also done. One of the events planned for the beginning of the school year is a school-wide teacher orientation session. Teachers will work on developing career units for classroom use in their respective subject areas. It is anticipated that a variety of career resource materials and a resource person will be available to help accomplish the workshop objectives.

Plans are also underway to make a more concerted effort to involve the community during the program implementation phase. Hatch recently started its own local newspaper, the *Hatch Courier* which will provide a greater opportunity to publicize program activities.

The Career-of-the-Month Program included speakers from:

- Law Enforcement
- Retail Merchandising, Selling, Management
- Medical Professions
- Technological professions relating to Math and the Sciences
- Office Occupations
- Agriculture-Outdoor related occupations
- Travel, Tourism and Transportation
- Miscellaneous Service occupations (e.g., Telephone Operator)
- Food Service occupations, Barbers, Beauticians

The "Career-of-the-Month Program" was also intended to serve as a springboard for further career development in the various subject areas. It is expected that as a result of planning the comprehensive career guidance program, the responsibility for providing career guidance to all students will become a shared responsibility in the Hatch Valley School District.

APPENDIX A

HATCH VALLEY HIGH SCHOOL
RESULTS OF CAREER DEVELOPMENT
NEEDS ASSESSMENT

MARCH 8, 1978

TEST RESULTS BASED ON STAFF, STUDENTS, COMMUNITY SURVEY (195)

1.	Average number of items answered correctly by all students (155).	37%
2.	Average number of items answered correctly from the set identified as 10 most important items.	35%
3.	Average number of items answered correctly passing the last 25 items.	38%

(Percent of Students
Passing Items is
on Left)

Community	19
Faculty, Staff	21
Students 9-12	155
TOTAL	195

FINAL RESULTS OF THE:
HATCH VALLEY HIGH SCHOOL SURVEY OF CAREER GOALS

(Ranked in order, most important to least important. Equal weight was given to the student group, staff group, and community group.)

IT IS IMPORTANT THAT STUDENTS CAN:

11% 1.* Use a knowledge of abilities and interests in career planning. (No. 8)**

68% 2. Know that career planning is needed on an ongoing basis. (No. 35)

36% 3. Accept the responsibility for their decision-making outcomes. (No. 30)

16% 4.* Identify their interests. (No. 1)

11% 5.* Identify school skills needed in different occupations. (No. 6)

40% 6.* Evaluate decisions based upon personal goals. (No. 26)

16% 7.* Identify their values. (No. 2)

15% 8.* Plan their lives based upon an understanding of themselves. (No. 3)

73% 9. Describe a number of occupational possibilities for themselves. (No. 17)

66% 10. Recognize sources of information for career decision making. (No. 25)

86% 11. Understand the importance of their values. (No. 11)

77% 12. Identify career planning processes. (No. 34)

25% 13. Understand that they will have many different roles during their lifetime. (e.g., (e.g., student, parent, worker, community members). (No. 27)

21% 14. Explain how a person's qualifications relate to several occupations. (No. 19)

79% 15. Identify human needs that can be satisfied through work. (No. 20)

17% 16.* Demonstrate skill in investigating specific occupations. (No. 16)

44% 17. Explain how education, work, and leisure influence each other. (No. 24)

12% 18.* Evaluate career decisions based upon their personal values. (No. 29)

23% 19. Demonstrate the effective use of inter-personal communications. (No. 15)

*Selected as a priority goal. **Original number on goal questionnaire.

34%	20.	Apply knowledge of leisure activities to the maintenance of health. (No. 22)
72%	21.	Identify career skills of entry, maintenance, and advancement. (No. 31)
67%	22.	Evaluate the types of skills needed for life-long career development. (No. 33)
53%	23.	Understand how a person's self-image is influenced by experiences. (No. 5)
28%	24.	Understand how family and friends can influence their life decisions. (No. 12)
15%	25.	Explain occupational pathways. (No. 32)
34%	26.	Understand the use of standardized tests in self-assessment of aptitudes. (No. 7)
25%	27.	Decide on several alternative courses of action. (No. 28)
8%	28.	Define a personal value system. (No. 9)
53%	29.	Explain the financial gains from various occupations. (No. 18)
31%	30.	Understand different methods of resolving inter-personal differences. (No. 14)
27%	31.	Recognize possible leisure activities. (No. 21)
24%	32.	Resolve a conflict in values. (No. 10)
10%	33.	Apply knowledge of leisure time to different life situations. (No. 23)
44%	34.	Describe how people's value systems are different. (No. 13)
28%	35.	Describe several ways in which people are different. (No. 4)

[Percent of Students
(155) Passing Items]

FINAL RESULTS OF THE:
HATCH VALLEY HIGH SCHOOL SURVEY OF CAREER GOALS

(Regular Order)

IT IS IMPORTANT THAT STUDENTS CAN:

16% 1. Identify their interests.

16% 2. Identify their values.

15% 3. Plan their lives based upon an understanding of themselves.

28% 4. Describe several ways in which people are different.

53% 5. Understand how a person's self-image is influenced by experiences.

11% 6. Identify school skills needed in different occupations.

34% 7. Understand the use of standardized tests in self-assessment of aptitudes.

11% 8. Use a knowledge of abilities and interests in career planning.

8% 9. Define a personal value system.

44% 10. Resolve a conflict in values.

86% 11. Understand the importance of their values.

28% 12. Understand how family and friends can influence their life decisions.

44% 13. Describe how people's value systems are different.

31% 14. Understand different methods of resolving inter-personal differences.

23% 15. Demonstrate the effective use of inter-personal communication.

17% 16. Demonstrate skill in investigating specific occupations.

73% 17. Describe a number of occupational possibilities for themselves.

53% 18. Explain the financial gains from various occupations.

21% 19. Explain how a person's qualifications relate to several occupations.

79% 20. Identify human needs that can be satisfied through work.

27% 21. Recognize possible leisure activities.

34% 22. Apply knowledge of leisure activities to the maintenance of health.

10% 23. Apply knowledge of leisure time to different life situations.

44% 24. Explain how education, work, and leisure influence each other.

66% 25. Recognize sources of information for career decision making.

40% 26. Evaluate decisions based upon personal goals.

25% 27. Understand that they will have many different roles during their lifetime (e.g., student, parent, worker, community member).

25% 28. Decide on several alternative courses of action.

12% 29. Evaluate career decisions based upon their personal values.

36% 30. Accept the responsibility for their decision-making outcomes.

72% 31. Identify career skills of entry, maintenance, and advancement.

15% 32. Explain occupational pathways.

67% 33. Evaluate the types of skills needed for life-long career development.

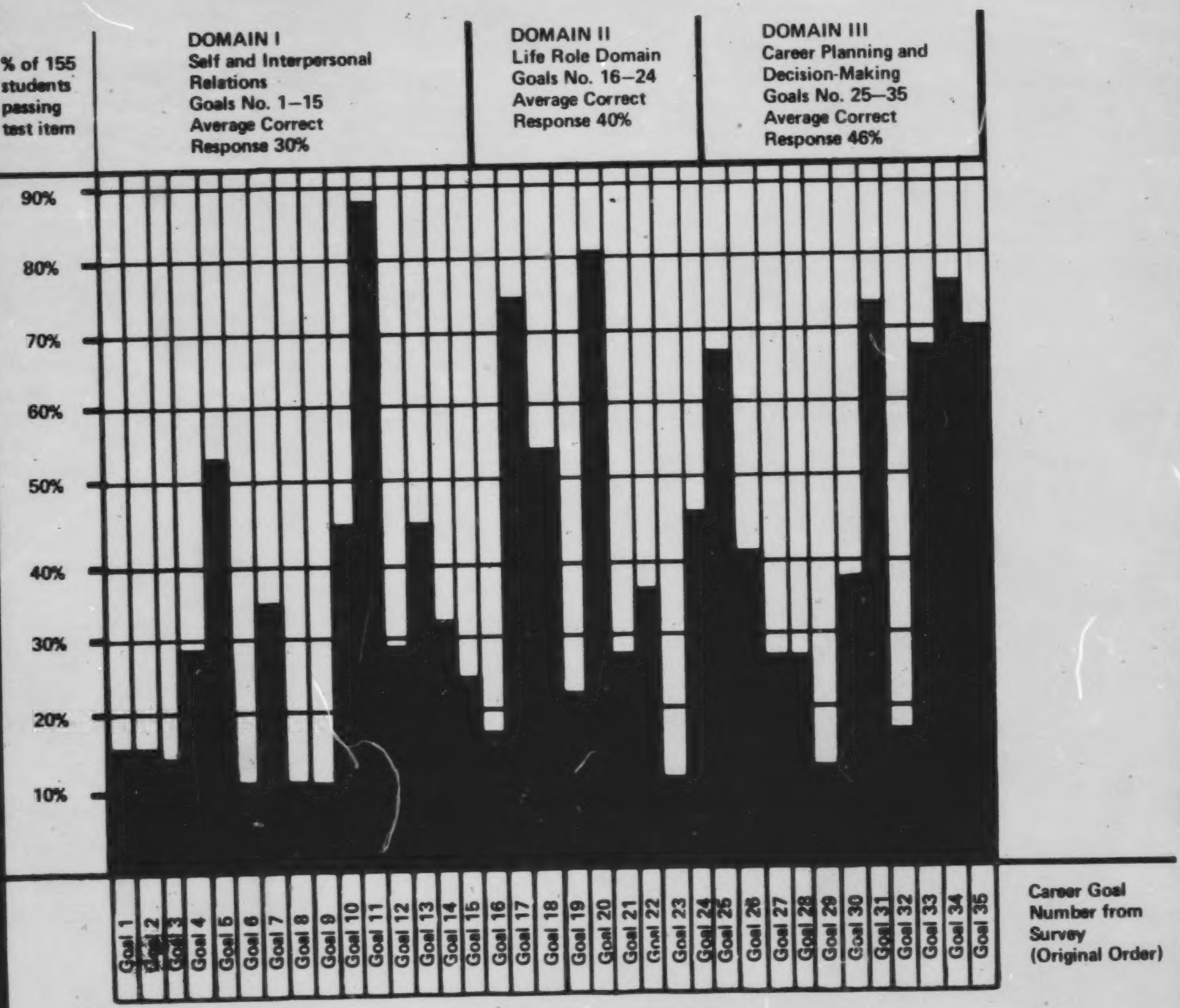
77% 34. Identify career planning processes.

68% 35. Know that career planning is needed on an ongoing basis.

NEED TABLE
For All Students (155)

Percentage of Desirable	DOMAIN I Self and Interpersonal Relations	DOMAIN II Life Role Domain	DOMAIN III Career Planning and Decision Making
Responses to Goal Test Items	Goals No. 1-15 Average Percentage Desirable Responses 30%	Goals No. 16-24 Average Percentage Desirable Responses 40%	Goals No. 25-35 Average Percentage Desirable Responses 46%
GOAL TEST ITEM	GOAL NUMBER	GOAL NUMBER	GOAL NUMBER
Above 80%	11		
51%–80%	5	17, 18, 20	25, 31, 33, 34, 35
31%–50%	7, 10, 13, 14	22, 24	26, 30
21%–30%	4, 12, 15	19, 21	27, 28
10%–21%	1, 2, 3, 6, 8	16, 23	29, 30
Below 10%	9		

RESULTS OF TEST INSTRUMENT FOR SURVEY OF CAREER GOALS



FINAL RESULTS OF THE:
HATCH VALLEY HIGH SCHOOL SURVEY OF CAREER GOALS
FACULTY, Staff (21)

(Ranked in order, most important to least important.)

IT IS IMPORTANT THAT STUDENTS CAN:

1. *Accept the responsibility for their decision-making outcomes.* (No. 30)
2. *Plan their lives based upon an understanding of themselves.* (No. 3)
3. Describe several ways in which people are different. (No. 4)
4. Identify their values. (No. 2)
5. *Use a knowledge of abilities and interests in career planning.* (No. 8)
6. Identify their interests. (No. 1)
7. Understand that they will have many different roles during their lifetime (e.g., student, parent, worker, community member). (No. 27)
8. Evaluate decisions based upon personal goals. (No. 26)
9. Explain how a person's qualifications relate to several occupations. (No. 19)
10. Define a personal value system. (No. 9)
11. *Demonstrate the effective use of inter-personal communication.* (No. 15)

FINAL RESULTS OF THE:
HATCH VALLEY HIGH SCHOOL SURVEY OF CAREER GOALS
COMMUNITY (19)

(Ranked in order, most important to least important.)

IT IS IMPORTANT THAT STUDENTS CAN:

1. *Identify their values.* (No. 2)
2. Understand the importance of their values. (No. 11)
3. *Accept the responsibility of their decision-making outcomes.* (No. 30)
4. *Demonstrate the effective use of inter-personal communication.* (No. 15)
5. Identify human needs that can be satisfied through work. (No. 20)
6. Evaluate decisions based upon personal goals. (No. 26)
7. Define a personal value system. (No. 9)
8. Resolve a conflict in values. (No. 10)
9. *Use a knowledge of abilities and interests in career planning.* (No. 8)
10. Understand that they will have many different roles during their lifetime (e.g., student, parent, worker, community member).

Test Results
(*Percent of all 155
students passing test
items)

FINAL RESULTS OF THE:
HATCH VALLEY HIGH SCHOOL SURVEY OF CAREER GOALS
ALL STUDENTS (155)

(Ranked in order, most important to least important)

IT IS IMPORTANT THAT STUDENTS CAN:

*

11% 1. *Use a knowledge of abilities and interests in career planning.* (No. 8)

68% 2. Know that career planning is needed on an ongoing basis. (No. 35)

11% 3. *Identify school skills needed in different occupations.* (No. 6)

16% 4. *Identify their interests.* (No. 1)

67% 5. Evaluate the types of skills needed for life-long career development. (No. 33)

40% 6. Evaluate decisions based upon personal goals. (No. 26)

36% 7. *Accept the responsibility for their decision making outcomes.* (No. 30)

77% 8. *Identify career planning processes.* (No. 34)

73% 9. Describe a number of occupational possibilities for themselves. (No. 17)

41% 10. *Plan their lives based upon an understanding of themselves.* (no. 3)

41% average

COMPLETE TEST RESULTS FOR ALL STUDENTS (155)

1.	Average number of all students passing all 35 items.	37%
2.	Average number of all students passing what they called the 10 most important items.	41%
3.	Average number of all students passing the last 25 items.	35%

Test Results
(*Percent of good
students passing
test items)

FINAL RESULTS OF THE:
HATCH VALLEY HIGH SCHOOL SURVEY OF CAREER GOALS
STUDENTS WITH GOOD GRADES, Fr., Jr. (58)

(Ranked in order, most important to least important.)

IT IS IMPORTANT THAT STUDENTS CAN:

*		
10%	1.	*Use a knowledge of abilities and interests in career planning.* (No. 8)
57%	2.	Evaluate the types of skills needed for life-long career development. (No. 33)
71%	3.	Know that career planning is needed on an ongoing basis. (No. 35)
7%	4.	*Identify school skills needed in different occupations.* (No. 6)
17%	5.	*Identify their interests.* (No. 1)
79%	6.	Describe a number of occupational possibilities for themselves. (No. 17)
26%	7.	Understand that they will have many different roles during their lifetime (e.g., student, parent, worker, community member). (No. 27)
71%	8.	Recognize sources of information for career decision making. (No. 25)
40%	9.	Evaluate decisions based upon personal goals. (No. 26)
17%	10.	Identify their values. (No. 2)
40% average		

COMPLETE TEST RESULTS FOR GOOD STUDENTS (58)

1.	Average number of good students passing all 35 items.	39%
2.	Average number of good students passing what they call top 10 most important items.	40%
3.	Average number of good students passing the last 25 items.	38.6%

Test Results
(*Percent poor
students passing
items)

FINAL RESULTS OF THE:
HATCH VALLEY HIGH SCHOOL SURVEY OF CAREER GOALS
STUDENTS WITH POOR GRADES, Fr., Jr. (45)

(Ranked in order, most important to least important.)

*		IT IS IMPORTANT THAT STUDENTS CAN:
12%	1.	*Plan their lives based upon an understanding of themselves.* (No. 3)
7%	2.	*Identify school skills needed in different occupations.* (No. 6)
62%	3.	Know that career planning is needed on an ongoing basis. (No. 35)
31%	4.	Explain how education, work, and leisure influence each other. (No. 24)
7%	5.	*Use a knowledge of abilities and interests in career planning.* (No. 8)
60%	6.	Describe a number of occupational possibilities for themselves. (No. 17)
74%	7.	Identify career planning processes. (No. 34)
17%	8.	Understand that they will have many different roles during their lifetime (e.g., student, parent, worker, community member). (No. 27)
57%	9.	Evaluate the types of skills needed for life-long career development. (No. 33)
31%	10.	*Accept the responsibility for their decision-making outcomes.* (No. 30)
36% average		

COMPLETE TEST RESULTS FOR POOR STUDENTS (45)

1,	Average number of poor students passing all 35 items.	32%
2.	Average number of poor students passing what they called 10 most important items.	36%
3.	Average number of poor students passing that 25 last items.	30.4%

FINAL RESULTS OF THE:
HATCH VALLEY HIGH SCHOOL SURVEY OF CAREER GOALS
PROTESTANT STUDENTS (41) over 90% Anglo

(Ranked in order, most important to least important.)

IT IS IMPORTANT THAT STUDENTS CAN:

1. *Use a knowledge of abilities and interests in career planning.* (No. 8)
2. *Identify school skills needed in different occupations.* (No. 6)
3. *Accept the responsibility for their decision-making outcomes.* (No. 30)
4. *Identify their interests.* (No. 1)
5. Know that career planning is needed on an ongoing basis. (No. 35)
6. Identify their values. (No. 2)
7. Recognize sources of information for career decision making. (No. 25)
8. Evaluate decisions based upon personal goals. (No. 26)
9. Evaluate the types of skills needed for life-long career development. (No. 33)

FINAL RESULTS OF THE:
HATCH VALLEY HIGH SCHOOL SURVEY OF CAREER GOALS
CATHOLIC STUDENTS **(114) over 90% Spanish Speaking**

(Ranked in order, most important to least important.)

IT IS IMPORTANT THAT STUDENTS CAN:

1. Know that career planning is needed on an ongoing basis. (No. 35)
2. *Use a knowledge of abilities and interests in career planning.* (No. 8)
3. *Plan their lives based upon an understanding of themselves.* (No. 3)
4. Describe a number of occupational possibilities for themselves. (No. 17)
5. Identify career planning processes. (No. 34)
6. Understand the use of standardized tests in self-assessment of aptitudes. (No. 7)
7. Evaluate the types of skills needed for life-long career development. (No. 33)
8. Understand that they will have many different roles during their lifetime (e.g., student, parent, worker, community member). (No. 27)
9. *Identify their interests.* (No. 1)
10. Evaluate decisions based upon personal goals. (No. 26)

PERSONAL STUDENT INFORMATION

Information About Yourself: In order to effectively plan teacher-inservice, student activities, etc. for next year, we need the following information about you.

PLEASE CIRCLE:

1. Present grade level:

   9th 10th 11th 12th

2. Ethnic group:

   Spanish-Speaking Black Native-American Anglo Other

3. Future plans include, perhaps:

   College Trade School U.S. Armed Services

   Marriage Immediately After High School Work Immediately After High School

4. Indicate your approximate letter grade average for this year:

   A's A's and B's B's and C's

   C's and D's D's D's and F's

5. Church preference:

   Protestant Catholic Other

6. Which describes best what you plan to do after high school:

   Stay close to the Hatch area

   Stay in the New Mexico area

   Go where you or your spouse can find work

7. Which courses do you like (circle more than one if desired)

   Business

   Agriculture

   English

   Social Studies

   Mathematics

   P.E.

   Art

   Music

HATCH VALLEY HIGH SCHOOL SURVEY OF CAREER GOALS

Directions: We would like to know what you think is important for students to know. Please circle the number which best describes your answer for each statement.

IT IS IMPORTANT THAT STUDENTS CAN:

		Not at All Important		Of Some Importance		Very Important
1.	Identify their interests.	1	2	3	4	5
2.	Identify their values.	1	2	3	4	5
3.	Plan their lives based upon an understanding of themselves.	1	2	3	4	5
4.	Describe several ways in which people are different.	1	2	3	4	5
5.	Understand how a person's self-image is influenced by experiences.	1	2	3	4	5
6.	Identify school skills needed in different occupations.	1	2	3	4	5
7.	Understand the use of standardized tests in self-assessment of aptitudes.	1	2	3	4	5
8.	Use a knowledge of abilities and interests in career planning.	1	2	3	4	5
9.	Define a personal value system.	1	2	3	4	5
10.	Resolve a conflict in values.	1	2	3	4	5
11.	Understand the importance of their values.	1	2	3	4	5
12.	Understand how family and friends can influence their life decisions.	1	2	3	4	5
13.	Describe how people's value systems are different.	1	2	3	4	5
14.	Understand different methods of resolving inter-personal differences.	1	2	3	4	5
15.	Demonstrate the effective use of inter-personal communication.	1	2	3	4	5

IT IS IMPORTANT THAT STUDENTS CAN:

	Not at All Important		Of Some Importance		Very Important
16. Demonstrate skill in investigating specific occupations.	1	2	3	4	5
17. Describe a number of occupational possibilities for themselves.	1	2	3	4	5
18. Explain the financial gains from various occupations.	1	2	3	4	5
19. Explain how a person's qualifications relate to several occupations.	1	2	3	4	5
20. Identify human needs that can be satisfied through work.	1	2	3	4	5
21. Recognize possible leisure activities.	1	2	3	4	5
22. Apply knowledge of leisure activities to the maintenance of health.	1	2	3	4	5
23. Apply knowledge of leisure time to different life situations.	1	2	3	4	5
24. Explain how education, work, and leisure influence each other.	1	2	3	4	5
25. Recognize sources of information for career decision making.	1	2	3	4	5
26. Evaluate decisions based upon personal goals.	1	2	3	4	5
27. Understand that they will have many different roles during their lifetime (e.g., student, parent, worker, community member).	1	2	3	4	5
28. Decide on several alternative courses of action.	1	2	3	4	5
29. Evaluate career decisions based upon their personal values.	1	2	3	4	5
30. Accept the responsibility for their decision-making outcomes.	1	2	3	4	5
31. Identify career skills of entry, maintenance, and advancement.	1	2	3	4	5

IT IS IMPORTANT THAT STUDENTS CAN:

	Not at All Important		Of Some Importance		Very Important
32. Explain occupational pathways.	1	2	3	4	5
33. Evaluate the types of skills needed for life-long career development.	1	2	3	4	5
34. Identify career planning processes.	1	2	3	4	5
35. Know that career planning is needed on an ongoing basis.	1	2	3	4	5

HATCH VALLEY HIGH SCHOOL
STUDENT CAREER DEVELOPMENT QUESTIONNAIRE

Please CIRCLE ONE:

A. School Grade: 9th 10th 11th 12th

B. Ethnic Groups: Spanish-American Black Native American Anglo Other

1.,2. Describe the following list using v for value, i for interest, and n for neither. (all responses must be correct to receive credit for the question)

________left handedness

________being independent of others

________a hobby

________things we belive in

________a list of what's most important

________enjoying an activity

3. Lee, a high school student, would like to plan a life style which includes a great deal of physical activity. Lee is a good physical education student and participates in volleyball, basketball, and track.

How would you advise Lee? (all responses must be correct to receive credit for the question)

CHECK ALL THAT APPLY:

Concentrate on going into professional sports. ☐

Look into several career possibilities. ☐

Consider leisure sports activities. ☐

Try out for a pro team to see if skills are good enough. ☐

4. Check the possible reasons for the following ways that people are different: (5 out of 7 responses must be correct to receive credit for the question)

		Heredity	Experiences	Nutrition
a.	Height	☐	☐	☐
b.	Interests	☐	☐	☐
c.	Appearance	☐	☐	☐
d.	Goals	☐	☐	☐
e.	Achievements	☐	☐	☐
f.	Skills	☐	☐	☐
g.	Values	☐	☐	☐

5. The way we see ourselves is mainly the result of: (5 out of 7 responses must be correct to receive credit for the question)

CHECK ALL THAT ARE CORRECT:

- ☐ Heredity
- ☐ Experiences
- ☐ What others expect of us
- ☐ Physical appearance
- ☐ Fate
- ☐ Abilities
- ☐ Ideals

6. Rate the need for the following skills for each occupation: (3 out of 4 responses must be correct to receive credit for the question)

Occupation	Skill	Used Much	Used Some	Used Little
Newspaper Reporter	Reading	☐	☐	☐
	Writing	☐	☐	☐
	Speaking	☐	☐	☐
	Listening	☐	☐	☐
Auto Mechanic	Reading	☐	☐	☐
	Writing	☐	☐	☐
	Speaking	☐	☐	☐
	Listening	☐	☐	☐
Florist	Reading	☐	☐	☐
	Writing	☐	☐	☐
	Speaking	☐	☐	☐
	Listening	☐	☐	☐
Lawyer	Reading	☐	☐	☐
	Writing	☐	☐	☐
	Speaking	☐	☐	☐
	Listening	☐	☐	☐

7. Standardized aptitude tests can best help students determine: (4 out of 5 responses must be correct to receive credit for the question)

CHECK ALL CORRECT ANSWERS:

☐ 1. Values

☐ 2. Difficulty of future activities

☐ 3. Interests

☐ 4. Personality

☐ 5. Skills

8. Each person, because of abilities and interests, is best suited for: (all responses must be correct to receive credit for the question)

☐ one job

☐ most jobs

☐ a group of jobs

☐ any job of interest

9. Check the items that describe a personal value system. (5 out of 6 responses must be correct to receive credit for the question)

☐ A set of beliefs we hold

☐ Motives for behavior

☐ A set of interests

☐ A ranking of what is important to you

☐ Being independent and secure

☐ A set of ideals

10. A student decides to speak out against the teasing of an unpopular student by several popular students. This action results in the losing of a student council election. Check the values that were in conflict. (5 out of 6 responses must be correct to receive credit for the question)

	Values in Conflict (✓)
Power and Influence	☐
Beauty	☐
Security	☐
Money	☐
Helping Others	☐
Knowledge	☐

11. Our values influence: (If a choice is marked for each item, count the item correct)

CHECK ALL THAT APPLY	Usually	Sometimes	Rarely
Choice of friends	☐	☐	☐
Choice of careers	☐	☐	☐
Choice of leisure activities	☐	☐	☐
Conflict within ourselves	☐	☐	☐
Ideals	☐	☐	☐
Interests	☐	☐	☐

12. Check the following statements as to whether you agree or disagree with the statement. (2 out of 3 responses must be correct to receive credit for the question)

	Agree	Disagree
People influence us mainly by telling us what to do.	☐	☐
We usually know how other people are influencing us.	☐	☐
We usually are influenced most by people we admire.	☐	☐

13. People's ideas of right and wrong are: (all responses must be correct to receive credit for the question)

☐ Never the same

☐ Sometimes the same

☐ Often the same

☐ Usually the same

14. Conflicts between people often result from: (all responses must be correct to receive credit for the question)

CHECK ALL RIGHT ANSWERS:

☐ Seeing everything as either all right or all wrong

☐ Looking at how the other person sees thing

☐ Not talking directly to the other person

☐ Listening to the other person

15. Jane wants to be a "good listener" so whenever her parents are speaking she should: (all responses must be correct to receive credit for the question)

CHECK ALL RIGHT ANSWERS:

- ☐ Agree as much as possible
- ☐ Check out what she thinks her parents said
- ☐ Respond by word or gesture to what was said
- ☐ Not reveal her opinions
- ☐ Keep her parents talking as much as possible

16. Lee, a ninth grader, would like to learn more about requirements and job opportunities in the field of police work. The following are resources that Lee could use: check those which could be helpful: (4 out of 5 responses must be correct to receive credit for the question)

- ☐ Fictional stories about police officers
- ☐ Newspaper want ads
- ☐ List of college subjects and classes available
- ☐ Counselor
- ☐ Talk with a law officer

17. Identify three occupations which you believe you might be suited for.

18 In looking at short term money rewards of various jobs, put a (+) by those things that increase money rewards and a (–) by those things that subtract from the paycheck. (6 out of 8 responses must be correct to receive credit for the question)

- ☐ Income taxes
- ☐ Health insurance
- ☐ Sales tax
- ☐ Union dues
- ☐ Cost of living raises
- ☐ Inflation
- ☐ Pension
- ☐ Merit raises

19. Because of abilities, talents, and interests, each person is best suited for: (all responses must be correct to receive credit for the question)

☐ One single occupation
☐ Most occupations
☐ A group of occupations
☐ Any occupation of interest

20. Check all the human needs served by someone who does a good job in the following occupations: (20 out of 30 responses must be correct to receive credit for the question)

Occupation	Recognition	Shelter	Food	Safety	Health
Plumber	☐	☐	☐	☐	☐
Bus Driver	☐	☐	☐	☐	☐
Cake Decorator	☐	☐	☐	☐	☐
Florist	☐	☐	☐	☐	☐
Carpenter	☐	☐	☐	☐	☐
News Reporter	☐	☐	☐	☐	☐

21. Examples of leisure time activities are: (6 out of 8 responses must be correct to receive credit for the question)

☐ sleeping
☐ eating
☐ fishing
☐ traveling
☐ reading
☐ volunteer work in a hospital
☐ coin collecting
☐ listening to music

22. If you were a school counselor check what you would want to know about a person in order to advise them about picking leisure activities. (8 out of 12 responses must be correct to receive credit for the question)

☐ musical ability
☐ blood pressure
☐ education
☐ work history
☐ experience
☐ success
☐ interests
☐ salary
☐ weight
☐ male or female
☐ activity availability
☐ motivation

23. For each of the following things check which life stage where it would be most important in leisure time planning: (5 out of 6 responses must be correct to receive credit for the question)

	Student	Adult	Retired
Try many activities	☐	☐	☐
Low cost	☐	☐	☐
Not too much time	☐	☐	☐
Not too physical	☐	☐	☐
Near home	☐	☐	☐
Acceptance of others	☐	☐	☐

24. Show whether you agree or disagree with the following statements. (all responses must be correct to receive credit for the question)

	Agree	Disagree
A student's use of "free time" had little to do with one's education and job future.	☐	☐
Work that provides satisfaction can be both paid and volunteer activities.	☐	☐
The kind of job you will have will have little to do with how much nonwork time you desire and how you use it.	☐	☐

25. Information about government job openings is likely to be found in the different sources. (5 out of 8 responses must be correct to receive credit for the question)

☐ Counselor office
☐ Unions
☐ Post office
☐ Employment office
☐ Occupational Outlook Handbook
☐ U.S. & State Civil Service Commissions
☐ Dictionary of Occupational Titles
☐ Area governmental offices

26. A high school graduate decides to go into insurance sales in a small community. What are the likely long-range goals of the person based on this decision? (10 out of 12 responses must be correct to receive credit for the question)

Long-Range Goals	Likely	Not Likely
Promotion Chances	☐	☐
Security	☐	☐
Be Own Boss	☐	☐
Travel	☐	☐
Financial Success	☐	☐
Independence	☐	☐

27. When we think of ways in which we can live our lives, what are some of the choices we have? (10 out of 11 responses must be correct to receive credit for the question) CHECK ALL RIGHT ANSWERS:

- ☐ Friends
- ☐ Kind of job
- ☐ Changing jobs
- ☐ Unpaid work
- ☐ Community involvement
- ☐ Church involvement
- ☐ To get married or not
- ☐ To have children or not
- ☐ Hobbies and leisure time
- ☐ To work or not
- ☐ Political involvement

28. Making decisions based upon our personal values means that: (all responses must be correct to receive credit for the question)

Decisions become easier	Yes	No
We do everything that is worthwhile	Yes	No
We do what we think is important	Yes	No

29. Indicate with a check mark whether you agree or disagree with the following statements about life decisions: (all responses must be correct to receive credit for the question)

	Agree	Disagree
People have a lot of control over what happens to them.	☐	☐
Things happen to us mostly by chance.	☐	☐
Only adults make important decisions.	☐	☐
People at different ages have control of different decisions.	☐	☐

30. Describe the skills needed in getting a job, keeping a job, and advancing in the job field. Circle each item either *Yes* or *No.* Skills in getting, keeping and advancing in a job are: (3 out of 4 responses must be correct to receive credit for the question)

Generally all the same	Yes	No
Can be learned in school	Yes	No
All require the same abilities	Yes	No
All require the same interests	Yes	No

31. What are the most likely conditions for moving between the following occupations? Put the number of the correct answer in the blank. (5 out of 7 responses must be correct to receive credit for the question)

1. Good work record
2. On-the-job training
3. 1-2 years of more education
4. 3 or more years of more education

____Licensed practical nurse to registered nurse

____Registered nurse to doctor

____Repair mechanic to heavy equipment operator

____Teacher's aide to teacher

____Ambulance driver to paramedic

____File clerk to secretary

____Teacher to principal

32. Check the following skills needed by people for their future life-long career. (4 out of 5 responses must be correct to receive credit for the question)

	Needed by most people	Needed by some people
To be able to communicate	☐	☐
To be able to understand computers	☐	☐
To be able to continue learning	☐	☐
To be able to understand people	☐	☐
To be able to maintain independence	☐	☐

33. Listed below are several actions that might be taken to arrive at a decision. Indicate for each action whether or not you think that the action is part of a good decision-making process by circling *Yes* or *No*.

Stating the goal one expects to achieve.	Yes	No
Waiting to see if the problem solves itself.	Yes	No
Gathering information about the decision.	Yes	No
Checking with friends to see what they would do.	Yes	No
Listing the possible choices that could be made.	Yes	No
Asking your parents to decide for you.	Yes	No
Flipping a coin (heads—I do one thing, tails—another).	Yes	No
Studying the possible results of each choice.	Yes	No
Setting new goals as changes happen.	Yes	No

34. Rate the following reasons for personal life role changes over a life time, in terms of impact:

	Great Impact	Little Impact
Economic changes	☐	☐
Chance for advancement	☐	☐
Boredom	☐	☐
Physical changes	☐	☐
Education	☐	☐

THE END

CHAPTER VIII

NELSONVILLE, OHIO

SITE DESCRIPTION

Background Information

The Tri-County Joint Vocational School, The Hocking Technical College and the Tri-County Career Development Program, are three institutions established to provide career development for the children, youth and adults in the area. Hands-on experiences on laboratory equipment is stressed. Practical experience and practical application are encouraged in laboratories, theory, and general classes.

The three institutions listed above are all located in Nelsonville, Ohio, a city of approximately 5,000 people, located in rural Appalachia. The two schools are located within a half mile distance of each other. The career education program is located within the Tri-County Joint Vocational School Building. Most of the students served by the two schools reside in Athens, Hocking and Perry counties.

Tri-County Joint Vocational School is a vocational high school of approximately 800 high school students (11th and 12th graders) with a peak enrollment of 1000 predicted for the future. The courses that are taught are listed below: Agri-Business, Agriculture Mechanics, Horticulture, Accounting/Computing, Data Processing TAG, General Office Clerical, High Skill Stenography, Distributive Education, Child Care, Food Service, Hospitality and Health Care, Hospitality Services, Auto Body, Auto Mechanics, Carpentry, Cosmetology, Drafting, Electricity, Electronics, Machine Trades, Mine Maintenance, Occupational Work Experience, Printing Trades, and Welding. Additionally, an adult vocational education program is offered.

Hocking Technical College is a two-year postsecondary technical college with an enrollment of approximately 2300 students. This enrollment is predicted to peak at 2500 students in the future. The programs that are taught are: Accounting, Business Administration, Computer Science, Financial Management, Hotel/Restaurant Management, Broadcasting Engineering, Ceramic Engineering, Drafting and Design, Electronics, Heat Processing, Mechanical Engineering, Medical Records, Medical Assistant, Emergency Medical, Practical Nursing, Nursing (Registered), Environmental Health, Forestry, Recreation and Wildlife, Timber Harvesting, Corrections, Fire Science, Police Administration and Police Science.

The Career Development Program works within the eight school districts which provide students for the Tri-County Vocational School and Hocking Technical College. The program exists to develop and improve life-coping skills and attitudes of children and young people in the three county area (Hocking, Athens and Perry), thus impacting upon the career development of these clients.

The following are mission statements of the above institutions.

Tri-County Joint Vocational School Mission Statement

> The doors of the school shall be open to anyone who sincerely wants, needs, and can profit from, vocational instruction. High school students and out-of-school people will be training and learning side by side to provide a "person-centered" approach.

A broad spectrum of program offerings is available, including those which will challenge the high-ability person to optimum achievement and those which will stimulate and motivate the slow learner to succeed.

Programs will be constantly up-dated to avoid obsolescence and will be in keeping with the occupational opportunities prevailing in the world of work. In view of the rapid pace of technological change, it becomes more and more important to have the training opportunity for entry into and the retention of gainful employment in today's labor market.

Hocking Technical College Mission Statement

The mission of Hocking Technical College is to create and offer skill and technical programs which serve employment, employer, and personal needs, supplemented by general programs which add perspective needed for effective citizenship and personal growth. These programs should be open to *all* who want and can profit from them to the extent of the individual's desires and abilities.

Hocking Technical College, as a technically oriented institution must be sensitive to change so that the education and training it provides is useful and relevant to the needs of its students, the community, and the job market. It must be adaptable and flexible enough to adjust its programs, administrative structure and teaching styles as the advances in technology mandate and at the same time to provide educational stability.

Career Development Program Mission Statement

The Tri-County Career Development Program exists to develop and improve the life-coping skills and attitudes of children and young adults enrolled in school districts in Athens, Hocking and Perry counties.

The program is a partnership of eight participating local Appalachian School districts. As such, its thrust is to meet these students' needs by providing and/or facilitating delivery of necessary supplemental programs and services to those schools.

To address students' life-coping needs, the program seeks to deal with five major career development areas: Self-Individual and Environment; Economics-World of Work; Education and Training; Employability and Work Adjustment Skills; and Decision Making.

The Career Development process is one which is integrated into a given district's existing curricula. The program lends support to the participating school districts through the following means: Staff Development—Community Resources—Materials.

PRIOR CAREER DEVELOPMENT ACTIVITIES

In the three-county area through the Career Education Program and other local career education efforts, many types of career planning efforts were being accomplished. Each individual institution was implementing its own program independently; there was limited coordination between institutions. It is hoped that the Rural America Program will develop into one that is fully coordinated among the institutions, i.e., the eight school districts, Tri-County Joint Vocational School, and Hocking Technical College.

Program Coordination

The coordinator of the rural career guidance planning project was the Director of Admissions/ Placement of Hocking Technical College. The coordinator both volunteered for the role and was assigned to it. He volunteered after learning that the college was to be involved in the project and was also officially assigned to the role by the president of the Hocking Technical College. The president felt that it was important for the college to be a part of the project and to become more active in an area of vital local need. While one person was officially assigned the responsibility of program coordination, a steering committee of three individuals coordinated all planning efforts. The positions occupied by these individuals are as follows:

- Director of Admissions, Hocking Technical College
- Counselor, Tri-County Joint Vocational School
- Director, Tri-County Career Development Project administered under the auspices of the Tri-County Joint Vocational School

With these individuals in leadership capacities, the two institutions and the project were equally represented in the direction of the program. The steering committee met frequently during the year (10-15 meetings) and made all major decisions regarding the program. Twice during the year, those decisions were reviewed by a 44 member committee at-large composed of community-school representatives. This latter committee provided additional input into the planning process.

As the year progressed several difficulties arose with regard to project direction and accomplishments. These were due to many factors including the winter of 1978 and professional/personal time constraints by members. In addition, other factors were:

- *National Center-Site Communications.* Communications between the National Center for Research in Vocational Education and the site unfortunately may have contributed to local communication problems. At different times, four different National Center staff members contacted the site and the contacts were not always through established hierarchical channels. This undoubtedly confused the situation, particularly with reference to the leadership of the program. Perceptions of role (who's in the leadership seat?) were influenced by this pattern of communication. Late in 1977 the National Center revised its communication process and made clear whom it saw as the program coordinator. When that step was taken, program progress regained its momentum. Consensus of the local site personnel regarding the leadership was apparent following the change in National Center strategy.
- *Scheduling.* With three busy steering committee members who had full-time commitments to other assignments, it was often difficult to make and/or maintain schedules.

Committee Formation

Early in the program, an overall advisory and planning committee was identified by the three co-coordinators using the following criteria:

1. Committee members should represent a cross-section of local business, industry, elementary, secondary and postsecondary education, and community service agencies.

2. Committee members should show individual interest in the career guidance needs of children, youth and adults.

3. Committee members should have expertise in their own field of employment.

4. Committee members should be available to attend meetings in terms of time and distance.

5. Committee members should be familiar with the career problems of local residents.

6. Committee members should have ability to contribute positively to the potential solutions of the problems of local residents.

7. Committee members should have planning ability.

8. Some committee members should have the capacity to perform state and national liaison functions.

A total of 81 individuals were identified and invited to participate in the planning committee activities. Fifty-five of these persons actually participated in at least one function of the committee. (The committee as a whole met twice.)

As designed by the local coordinators, the purpose of the large committee was not to define specific elements of the program plan, but to serve in an advisory function, i.e., to express community needs and concerns about the career guidance needs of local youth and to act as a sounding board for ideas, plans, and strategies generated by the coordinators. This decision was prompted by the varying missions of the three agencies, priorities of the state, and the fact that it was perceived that planning could be carried out more efficiently by the local staffs with the advice and constructive reactions of the overall committee.

The first meeting of this committee was held on July 28, 1977, at the Hocking Valley Motor Lodge in Nelsonville, Ohio. Guest speakers from the National Center for Research in Vocational Education, The Ohio State University, presented a series of lectures designed to:

1. Orient participants to the purposes and nature of the field test.

2. Explain the national scope of the project.

3. Explain the impact of the program as it can affect rural/small schools across the country.

Featured speaker at this first meeting was Dr. Martin Essex, State Superintendent of Public Instruction, Emeritus, and presently Executive Director of the Ohio Advisory Council on Vocational Education.

Enthusiasm and publicity in the form of newspaper coverage resulted from this first meeting, possibly generated by the presence of Dr. Essex who had recently retired as the longest-tenured State Superintendent of Public Instruction in the nation. A long delay then ensued until the next planning committee was held. This delay was the product of a mix of the following factors:

- The unwieldy nature of the large committee.
- Time constraints on both staff and committee members.

- Inclement weather—schools were closed for long periods of time, thus necessitating changes in personal schedules by all parties and eliminating the school buildings as meeting places.

- Interpersonal and interinstitutional constraints among some of the coordinators which resulted in less than efficient planning.

- Distance and travel problems of committee members which necessitated much advance notice and planning to enable them to leave their daily responsibilities.

One of the means used to partially counteract the negative effects of the above factors was to schedule planning committee meetings around a luncheon. This had four advantages: (1) it allowed for more flexible use of time in that the committee could meet during the lunch hour; (2) it gave an extra hour of time during which work is not normally done; (3) the luncheon as a social function gave the opportunity for committee members to become personally acquainted, and (4) the luncheon acted as an incentive for people to participate since they received a tangible indication of the coordinators' appreciation of their services.

The National Center staff took a more active role at the site by meeting several times with local personnel. Specifically, a second luncheon meeting of the overall planning committee was held by the coordinators on March 22, 1978. Activities of that meeting are covered in the section entitled *Needs Assessment*.

Because of the extended time delay, the personnel makeup of the second overall planning committee was considerably altered. This change in personnel and the time lag between meetings necessitated considerable repetition of orientation prior to conducting the business of the second meeting on March 22.

At this meeting the following steps were taken:

- Program options were discussed.

- Objectives for the program were discussed and prioritized.

- Preliminary resource assessment for Perry and Athens counties was undertaken.

- A plan of action for implementing the guidance program was presented. (For details see Implementation section.)

NEEDS ASSESSMENT

The needs assessment process was basically divided into two phases. The first, conducted by the Career Development Project, was focused on the in-service needs of teachers in the eight school districts. The needs assessment effort employed the Program Review for the Improvement, Development, and Expansion of Vocational Education and Guidance (PRIDE)* evaluation system developed and disseminated by the state of Ohio. The first phase was directed toward programs that primarily would be implemented in grades K-10. The second procedure was designed to determine the needs of the area in relation to Hocking Technical College and Tri-County Joint Vocational School. This second phase was oriented toward grades 11-12 (the Vocational School) and 13-14 (the College). These two phases are described in greater detail below. It should be noted that the two phases reflect the communication difficulties cited earlier with regard to program coordination.

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*PRIDE can be obtained from the Ohio Department of Education.

Phase One

In conjunction with a state priority for career education to assess in-service needs of staff and the guidelines of the career guidance program, it was decided in early 1978 by the Career Development staff to assess the area's in-service needs so that in-service education could: (1) be more specific in nature, and (2) more accurately reflect attention to local district needs. In addition, it was felt that data from the assessments could assist the program staff in making decisions relative to in-service planning. For example, data would suggest whether in-service education on a given topic would best be offered on a regional level or on an individual district level.

Assessment instruments were developed for three target groups: teachers, counselors, and administrators in the eight participating school districts. Samples of questions in the instrument are contained in Figure 1.

Figure 1

SAMPLE FROM QUESTIONNAIRES OF IN-SERVICE EDUCATION NEEDS

Assessment of In-Service Needs and Priorities—Grades K-10

GENERAL INFORMATION
(Similar for Teachers, Counselors, Administrators)

A. Name: ____________________

B. Building: ____________________ C. District: ____________

D. Grade Level(s) you Teach (check one): K-3 ☐ 4-6 ☐ 7-8 ☐ 9-12 ☐

E. Indicate the Subject Area(s) you Teach (if you teach in a self-contained situation, write "All"): ____________________

F. Years of Experience: 1 year ☐ 2-3 years ☐ 4-6 years ☐ 7-10 years ☐
More than 10 years ☐

G. Are you a Special Education Teacher? Yes ☐ No ☐

H. I feel I have a basic understanding of what career education is: Yes ☐ No ☐
Not Sure ☐

Figure 1—*Continued*

CURRICULUM—SAMPLE QUESTIONS—TEACHERS

Read each of the following in-service topic alternatives and indicate by checking the appropriate space to the right whether you rank it as "Very High" priority, a "High" priority, a "Medium" priority, or a "Low" priority. If the statement is not applicable, mark that space.

		Very High	High	Medium	Low	Not Applicable
1.	Career education activities that relate to the teaching of *developmental reading.*	☐	☐	☐	☐	☐
2.	Career education activities that relate to the teaching of *mathematics.*	☐	☐	☐	☐	☐

INSTRUCTIONAL METHODOLOGIES SAMPLE QUESTIONS—TEACHERS

		Very High	High	Medium	Low	Not Applicable
17.	Identifying and meeting the needs of talented and gifted.	☐	☐	☐	☐	☐
18.	Techniques for effective classroom management.	☐	☐	☐	☐	☐
19.	Utilization of puppetry and creative dramatics in the classroom.	☐	☐	☐	☐	☐

STRATEGIES FOR DELIVERY OF IN-SERVICE EDUCATION SAMPLE QUESTIONS—TEACHERS

		Very High	High	Medium	Low	Not Applicable
50.	Opportunities to "shadow" individual workers in the community to assist me in more fully understanding the career education needs of my students.	☐	☐	☐	☐	☐
51.	Opportunities for intensive tours of Tri-County Joint Vocational School to understand how the facilities might benefit my students.	☐	☐	☐	☐	☐
52.	Utilization of my district's regularly scheduled in-service days.	☐	☐	☐	☐	☐

PRIORITIZATION OF NEEDS SAMPLE QUESTIONS—TEACHERS

A. Refer back to items 1-16, the curriculum related in-service topics. Please fill in the numbers of the items in the space below which you feel are your four highest priorities for in-service.

First Priority ☐ Third Priority ☐
Second Priority ☐ Fourth Priority ☐

Figure 1—*Continued*

STRATEGIES FOR DELIVERY OF IN-SERVICE
SAMPLE QUESTIONS—COUNSELORS

	Very High	High	Medium	Low	Not Applicable
25. A course-for-graduate-credit held in conjunction with Ohio University during the fall or spring quarter of the year or one day or one evening per week. If interested, in which quarter(s) would you be interested. Fall '78 ☐ Spring '79 ☐ Both ☐	☐	☐	☐	☐	☐
26. Two-to-three hour morning workshops.	☐	☐	☐	☐	☐
27. Two-to-three hour afternoon workshops.	☐	☐	☐	☐	☐

SAMPLE—IN-SERVICE TOPICS—COUNSELORS

	Very High	High	Medium	Low	Not Applicable
1. Techniques for motivating underachieving, under motivated, and/or slow learning students.	☐	☐	☐	☐	☐
2. Techniques for handling discipline problems.	☐	☐	☐	☐	☐
3. Activities involving use of the *Occupational Outlook Handbook* and the *Dictionary of Occupational Titles.*	☐	☐	☐	☐	☐

SUGGESTIONS AND COMMENTS—TEACHERS

1. List any in-service topics or delivery strategies you feel are important but which were not covered in the questionnaire.
2. Suggest outstanding educators or others who might serve as in-service consultants (this certainly includes you and your fellow staff members) and their topics.
3. Write in any comments concerning in-service in general or this assessment specifically.

Figure 1—*Continued*

SAMPLE—IN-SERVICE TOPICS—ADMINISTRATORS

		Very High	High	Medium	Low	Not Applicable
1.	Methods to individualize instruction in my building/district.	☐	☐	☐	☐	☐
2.	Ways of publicizing activities occurring in my building/district to the community.	☐	☐	☐	☐	☐
3.	Methods to motivate staff in my building/district.	☐	☐	☐	☐	☐
4.	School-community relations practices.	☐	☐	☐	☐	☐

SAMPLE STRATEGIES FOR DELIVERY OF IN-SERVICE—ADMINISTRATORS

		Very High	High	Medium	Low	Not Applicable
18.	Two-to-three hour morning workshops.	☐	☐	☐	☐	☐
19.	Two-to-three hour afternoon workshops.	☐	☐	☐	☐	☐
20.	Workshops which involve administrators from throughout the tri-county region.	☐	☐	☐	☐	☐
21.	Workshops which involve only those administrators in my district.	☐	☐	☐	☐	☐

SAMPLE—TEACHER IN-SERVICE NEEDS—ADMINISTRATORS

		Very High	High	Medium	Low	Not Applicable
28.	Integration of career education concepts and activities within given subject areas.	☐	☐	☐	☐	☐
29.	Development of written scope and sequence and/or curriculum guides.	☐	☐	☐	☐	☐
30.	Identifying and meeting the needs of talented and gifted students.	☐	☐	☐	☐	☐
31.	Techniques for effective classroom management.	☐	☐	☐	☐	☐

SUGGESTIONS AND COMMENTS—ADMINISTRATORS

1. List any in-service topics or delivery strategies you feel are important but which were not covered in the questionnaire.

Figure 1—*Continued*

2. Suggest outstanding educators or others who might serve as in-service consultants (this certainly includes you and your fellow staff members) and their topics.

3. Write in any comments concerning in-service in general or this assessment specifically.

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SPECIAL SECTION FOR ADMINISTRATORS—SAMPLE QUESTIONS

Please check the space to the right as to whether you would support or not support the following in-service options for your building/district staff. Remember, stipends may be available for in-service held during non-school hours.

	Support	**Not Support**	**Not Sure**
• Workshops held prior to the beginning of the school calendar in August.	☐	☐	☐
• Workshops held in the evenings.	☐	☐	☐
• Workshops held after school or before school (depending on given schedules).	☐	☐	☐

The teacher survey instrument was divided into five sections: curriculum-related, in-service education topics that dealt with instructional methodologies, other in-service education topics, alternative strategies for delivering in-service education programs, an opportunity to prioritize needs in the first two sections and an opportunity to make suggestions about in-service education topics or exemplary consultants.

Survey instruments for administrators and counselors were very similar to those developed for teachers. However, school administrators (i.e., superintendents, other central office administrators and principals) were asked for their perceptions as to what their respective teaching staffs' needs were in terms of in-service education. The length of the three instruments varied with the teachers' being the longest with 54 items. After the results had been tabulated, building and district-level summaries were sent to the eight participating school systems.

A second part of the K-10 needs assessment was an effort to obtain input from school district personnel, students, members of the community, and the Tri-County Career Development Program coordinators through the PRIDE instrument and technique.

The key to the PRIDE review in this instance is a committee of from nine to fifteen persons representing teachers, counselors, administrators, lay citizens, parents, students, and business and industry in each of the eight school districts. The committee is chaired by each district's career development coordinator. Each PRIDE committee meets three times over a period of one month. At the first meeting, program review booklets (i.e., PRIDE INSTRUMENTATION) are distributed to committee members. The review booklet provides a format so that committee members have a frame of reference for evaluating their local career education program.

In addition, background information about the program is distributed to the committee, and members are given a tour of any local career education facilities. At its second meeting, the committee is given the opportunity to observe various classrooms while classes are in session.

Following the on-site visits, the committee's third meeting is held. This meeting allows the committee to discuss their impressions of the on-site visits and of any material distributed to them. Following this discussion, committee members arrive at a consensus on a set of recommendations for each component within the review booklet.

These recommendations serve two major purposes: (1) to provide third-party evaluations of the program and (2) to guide career development coordinators and their respective district administrators in the development of specific programs, activities and services which will meet identified needs. The PRIDE assessment was completed in the late fall and early winter of 1977. All costs for the K-10 needs assessment were borne by the Tri-County Career Development Project.

Phase Two

The Tri-County Career Advisory Committee was developed to include business, industry, educational institutions, local government and community groups from Athens, Hocking and Perry counties. The needs assessment process for grades 11-12 and 13-14 was designed to collect personal input from individuals representing these constituencies. The assessment process contained the following components:

1. *July 1977*—A kick-off luncheon for the project was held with State Superintendent Emeritus, Dr. Martin Essex, as guest speaker.

2. *January-February 1978*—An interview process using planning committee members representing Hocking Technical College in each of the eight districts provided input from administrators, counselors, teachers, and parents on the needs of that district as they related to Hocking Technical College services. "Sample prioritized items are contained in Figure 2."

3. *January-February 1978*—An interview process using counselors representing each of the eight districts in the Tri-County area enumerated particular needs which related to Tri-County Joint Vocational School programs. "Sample prioritized items are contained in Figure 2."

4. *March 1978*—Copies of the American College Testing (ACT) Program objective statements were provided to members of the Career Advisory Committee (samples of ACT objectives and priorities are shown in Figure 2). They were asked to review and prioritize objectives in four major domains which included: (a) the education, (b) the career, (c) the social, and (d) the community. The five most frequently checked items in each of the domains were listed and the items were then prioritized by work subcommittees at the March 1978

general meeting which will be discussed next. (The listing of the three highest priority items in each domain is contained in Figure 2.)

5. *March 22, 1978*—On March 22 an overall meeting was held which included all 44 final members of the Tri-County Career Advisory Committee. This meeting carried a five-fold set of purposes: (1) to develop priorities for stated goals and objectives; (2) to establish need priorities on a county-by-county basis; (3) to establish resource listing by county to meet prioritized needs; (4) to evaluate the current program mix available within the organizations involved in the project; and (5) to make recommendations for the upgrading and addition of new programs (see Table I). In summary, the meeting attempted to synthesize information collected from the two phases of needs assessment for the project.

In April and May, following the meeting, a tabulation of recommendations was done. In addition, a summary of goals and objectives as they related to the ACT survey was written. The goals seen as major priorities, and the specific recommendations were then incorporated into the final plan developed for the career guidance program.

The total cost for this needs assessment process was approximately $600. Funds were provided through a mini-grant from the National Center for Research in Vocational Education and matched by local funds. Most of this money was spent for luncheons, mailings, and the duplication of materials.

Problems associated with this type of process included the massive amount of clerical work required to provide each individual with a packet of supportive information so they may respond intelligently to the task assigned. In addition, group leaders must be well prepared to explain the program process and the outcomes desired from such a process. It was found that group leader orientation in this particular process was insufficient.

Figure 2

NEEDS ASSESSMENT QUESTIONS AND PRIORITIES GRADES 11-14 BASED ON ACT OBJECTIVES

SOCIAL DOMAIN
Sample Objectives

Identify those general objectives which are appropriate given the needs of your school.

☐ Students will be aware of the social groups that are available or imposed upon them.

☐ Students will be aware of the need to identify and affiliate with basic social groups.

☐ Students will be aware of the need to have friends that are accepted by their parents and significant others.

Sample Priorities
Hocking Technical College and Tri-County Joint Vocational School

1. Students will be aware of the grooming and other personal expectations of the social groups with which they are affiliated.

Figure 2—*Continued*

2. Students will be aware of attitudes and values of social groups with which they affiliate or which may be open to them.

3. Students will become aware of the skills needed for effective functioning in their social group such as cooperation, compromise, and respect for others.

COMMUNITY DOMAIN
Sample Objectives

Identify those general objectives which are appropriate given the needs of your school.

☐ Staff members will know various social and business agencies within the community.

☐ Staff members will know the appropriate referral procedures required by social service or business agencies.

☐ Staff members will be aware of various community and service groups, and how these groups can assist students and staff members.

Sample Priorities
Hocking Technical College and Tri-County Joint Vocational School

1. Staff members will be aware of various community and service groups, and how these groups can assist students and staff members.

2. Staff members will be aware of agencies and businesses which provide citizen and governmental services.

3. Staff and community members will understand specific counseling services available such as consulting and coordinating of relevant activities.

EDUCATIONAL DOMAIN
Sample Objectives

☐ Students will demonstrate confidence in their educational goals.

☐ Students will complete their chosen curriculum.

☐ Students pursuing further education will choose programs which are consistent with their measured abilities, past achievement and interests.

☐ Students will be aware of how they are progressing in each class and how they could improve their work.

CAREER DOMAIN
Objectives

Identify those general objectives which are appropriate given the needs of your school.

Figure 2—*Continued*

☐ Students will become aware of the training requirements and needed skills of occupations.

☐ Students will become aware of the economic and social rewards of different occupations.

☐ Students will become aware of the work and social roles expected of different occupations.

☐ Students will become aware of the differences between necessary skills and expected role behaviors of different occupational levels.

LIST OF PRIORITIES

1. Students will become aware of the training requirements and needed skills of occupations.
2. Students will become aware of their particular occupational abilities, interests, and potentialities.
3. Students will make tentative occupational choices which are consistent with their abilities and interests.
4. Students will become competent in skills needed for their occupational choices and appropriate to their present developmental levels of ability.
5. Students will make the adjustments necessary to maintain consistent progress toward the achievement of career goals.

Another problem which is associated with this process is that of continuity of committee members. The time span from the first overall orientation meeting to the second and final overall advisory group was nearly nine months. In this period several members of the original group had resigned or asked that others be appointed in their places. This created an orientation gap for new members. Perhaps a process which provided some type of on-going orientation for members joining the group would help alleviate this problem. In spite of these shortcomings, it seems this process is adequate to reach the goals desired.

RESOURCE ASSESSMENT

Community Resource Assessment for Hocking County

The most efficient and responsive means to collect information and utilize community resources was determined by three separate, county-wide assessments. This assessment process has already been completed in Hocking County. Separate assessment instruments were developed for school district staff, parents, community individuals, and institutions. Data collected from the assessment in Hocking County were summarized and listed on 3" x 5" cards and placed in metal card cabinets. A resource card catalog was then placed in each of the Logan City School District's 12 buildings.

TABLE I

Meeting Processes Used for Assessing Needs
(11-12 and 13-14)

	Purpose	No. of Groups	No. Per Group	Group Makeup	Duration	Comments
Work Session A	1. To assess local district needs which can be met by organizations in the Tri-County Career Guidance Program.	6	6-8	Cross counties and school districts—included representatives of business and industry.	50 minutes	Provided group experience in which group leader from the college or vocational school related jointly to area problems
Work Session B*	1. Develop need priorities by county. 2. Describe resources in county to help meet need.	3 1—Athens Co. 1—Hocking Co. 1—Perry Co.	6-9	Representatives of business and industry from the designated county.	50 minutes	Provided a forum for business and industry representatives to express perceived need as it relates to their specific organizational status or family standing.
Work Session C*	1. To evaluate program mix available within organizations involved in the rural guidance program.	2	8-10	Educators from the three organizations involved in the project and from the eight districts related to Tri-County.	50 minutes	Gave an impetus for creative thinking in program development and provided the opportunity to examine program needs and projects.

*Work sessions B and C were run simultaneously.

Figure 3 shows procedures for utilizing the resource catalog. As the set of directions indicates, the catalog is broken down into subject areas. Occupational exploration experiences will be added to Hocking County's catalog and included in the Athens and Perry County catalogs. A facsimile of the catalog cards appears at the top of Figure 3.

The resource assessment was carried out through the leadership of the career education coordinator for Hocking County.

Figure 3

PROCEDURES FOR USE OF COMMUNITY RESOURCE FILE

The Community Resource File has been developed for use by teachers in Logan City Schools. The first part of the file is arranged according to academic subject areas. All resource persons who are available to speak in your classroom are located on buff colored cards. All study trip sites are located on salmon colored cards. All listings are cross referenced by topic areas on the green cards located in the back of the file.

Name of Business or Individual:

Name: (Contact Person)

Address:

Telephone:

Summary: Brief Description of Resource or Talent

Comments: Special Notes

L = Length of Program

G = Grade

N = Notice must be given in advance

S = Size of Group

F = Facilities Needed

1. Resource cards are cross-filed by academic area or occupation.
2. The person you will contact is listed, along with address and phone number.
3. A brief summary of resource or talent is included.
4. Comments or special notes are included, when applicable.
5. Key at left identifier: L = Length of program; G = Grades appropriate to participants in program; N = Amount of time notice should be given; S = Size of group; F = Special Facilities needed (example: movie projector).

Study Trips

To plan a study trip (field trip) for your class:

1. Locate the information on the card.

Figure 3—*Continued*

2. Contact the Career Development Coordinator to discuss your plans.
3. Call the site to confirm a date and time for your trip.
4. Fill out a study trip request form and submit it to your building principal with a signed approval from the Career Development Coordinator.

If you have any questions or comments concerning the Resource File, please contact your building librarian or the Career Development Coordinator. We also need more listings for your file, so let us know if you have any persons or sites to be added. If there is a trip, or person, you are interested in and do not find a listing in the file please contact the Career Development Coordinator.

Resource Person

To use a resource person in your classroom:

1. Locate the information on the card.
2. Contact the person and explain what you have been studying in your class.
3. Arrange a time for him/her to visit your classroom.
4. Give the resource person directions to your classroom and remind him/her to report to the principal's office first.
5. Notify your building principal and the Career Development Coordinator.
6. After the person has visited, please write a "Thank You" note expressing your appreciation.

Preliminary Community Resource Assessment for Athens and Perry Counties

Due to time constraints it was not possible to fully initiate the resource assessment process for Athens and Perry counties. To alleviate this problem and to generate a base for writing program objectives, an abbreviated survey of resources in those counties was undertaken. The planning committee members were used as sources of information. This survey was administered at the planning committee meeting of March 22, 1978. Forty-five people were in attendance, the bulk of whom represented Athens and Perry counties. These people were drawn from:

- Business
- Chamber of Commerce Members
- Community Agencies
- Industries
- The Media
- Parents
- School Staff Members

Thus, it was felt that a broad base of knowledge concerning the career education/guidance resources of the two counties in question was gathered together in one setting. It was decided to capitalize on this pool of information as an immediate means of gaining resources information through the use of an abbreviated, one-time survey. It is reported that a more formal survey of resources in Athens and Perry counties is now underway.

Results of the survey were disappointing since many potential respondents at the meeting did not return the survey forms. Those forms which were returned were analyzed and the information catalogued. A list of approximately 15 such resources was compiled. Primarily, these are of a general nature and imply the presence of more than one specific resource site or person, e.g., Retail Merchant's Association, libraries, Retired Senior Volunteer Program (RSVP). This information will be incorporated into the data obtained by the formal survey of Athens and Perry counties after this formal survey has been completed.

In addition to the rather voluminous compilation of resources previously completed for Hocking County, this one-time survey uncovered several possible useful resources not previously known. It was also demonstrated that resource assessment must be ongoing and periodically updated if the results are to be of value in the rural or small school career guidance program.

Development of Objectives

As a result of the needs assessment process described, a consensus was achieved on goals and priority areas to be addressed by the career guidance program plan. The program coordinator assumed responsibility for utilizing the input of the overall Career Guidance Advisory Committee to develop a written set of objectives and the program plan. Approximately 4-5 days of coordinator time were required to develop and compile the final list of objectives, some of which represented the viewpoint of one person or the committee. That listing in conjunction with the final program plan has been submitted to the superintendent of the vocational school and the president of the college for their review. The goals and objectives as well as the plan itself have generally been accepted.

The objectives include both program objectives (objectives specifying activities for the local educational personnel) and student (performance oriented) objectives. The objectives are listed on the following pages.

Objective No. 1

To list and publicize top priority goals elicited by the steering committee for students in the eight local districts in the major areas of education, career, social, and community.

I. EDUCATION

1. Students will be aware of curriculum alternatives.
2. Students will decide on electives that are consistent with their ability, interest, and future goals.
3. Students will become competent in skills needed for achievement consistent with their ability.

4. Students will be aware of how they are progressing in each class and how they could improve their roles.

II. CAREER

1. Students will become aware of the training requirements and needed skills in occupations.

2. Students will make tentative occupational choices which are consistent with their abilities and interests.

3. Students will make the adjustments necessary to maintain consistent progress toward the achievement of career goals.

4. Students will become aware of their particular occupational abilities, interests, and potentialities.

5. Students will become competent in skills needed for their occupational choices and appropriate to their present developmental levels of ability.

III. SOCIAL

1. Students will become aware of the skills needed for effective functioning in society, such as cooperation, compromise and respect for others.

2. Students will become aware of their personal characteristics that are related to social acceptance and harmonious interpersonal relationships.

3. Students will become competent in skills that are needed for effective functioning in their social groups (family, peers, and significant others).

IV. COMMUNITY

1. Staff members will be aware of various community service groups, and how these groups can assist students and staff members.

2. Staff members will be aware of agencies and businesses which provide citizen and governmental services.

3. Staff and community members will understand the guidance programs as community oriented, serving graduates, pre-schoolers, dropouts, and other community members.

4. Staff and community members will understand specific counseling services available in the development of guidance related curriculum in values clarification, decision making, life style analysis, and others.

Objective No. 2

To summarize recommendations from the steering committee on ways to facilitate implementation of the goals listed in No. 1. In some cases, the following recommendations represent the view of one person and not a committee consensus.

I. EDUCATIONAL

1. More accurate information must be provided on curriculum requirements at Hocking Technical College and Tri-County Joint Vocational School to counselors and administrators at the local school districts.

2. Use public service spots that are available on radio-TV stations to promote course offerings.

3. Develop training sessions for local industries on what industry can do to help the local educational organizations.

4. Develop an assessment system for adults for basic skills.

II. CAREER

1. Visitations by school students (including Hocking Technical College and Tri-County Joint Vocational School to area businesses and industries).

2. Utilization of the *Rural America Series* at the earliest possible times in the school program.

3. Better use of interest evaluations and more in-depth interpretations.

4. More group visitations to Hocking Technical College and Tri-County Joint Vocational School.

5. Development and use of short exploratory programs during the summer for prospective students.

6. Development and use of life/career games, displays, etc.

III. SOCIAL

1. Develop more of an emphasis on "Family Development," "Family Living," "Child Development" courses at the high school level and at the adult level.

2. Developing and using a program for "Effective Parenting."

3. Developing additional courses related to social and personal adjustment.

IV. COMMUNITY

1. Establishing more interaction between community personnel and Tri-County Joint Vocational School, Hocking Technical College, and a Rural Guidance Advisory Committee.

2. Establishing a permanent standing Guidance Advisory Group associated with this project.

3. Providing an accurate picture of positions within career fields and associated job availabilities for Hocking Technical College/Tri-County Joint Vocational School graduates.

4. Need to establish and identify the role of the counselor within the school system and relate this realistically to community and administrative expectations.

PUTTING IT TOGETHER

As a result of the needs assessment process developed within the framework described above, the Tri-County Career Guidance Advisory Committee (the overall, large planning committee), recommended that an overall plan of action for Hocking Technical College, Tri-County Joint Vocational School and the Tri-County Career Development Program be developed. In order to assure a logical and effective process of implementation, it was further recommended that a permanent steering committee of three individuals be appointed to oversee the process of implementation and that the steering committee have clearly designated responsibilities. The Tri-County Career Advisory Steering Committee, presently made up of one representative of Hocking Technical College, one representative of Tri-County Joint Vocational School, and one representative from the Tri-County Career Development Program should be assigned the responsibility of coordination in the interim period during which a permanent committee will be established.

Activities for some of the objectives included in the plan have already been implemented whereas others are scheduled for implementation over the next several years. Full details of the plan will be developed during the next 4-6 months.

Figure 4

SPECIFIC PROGRAM PLAN FOR IMPLEMENTATION 7/78 TO 7/81

Objective 1—Plan of Action

To facilitate the use of programs, facilities and personnel at the organizations included in the Rural Guidance Project by the communities these organizations serve. This will be accomplished by:

a. Expressing community needs of school district to administration and staff. (beginning September 1)

b. Developing materials for schools in other rural areas of the U.S. (beginning publication date of case study)

c. Developing student visitation programs from Tri-County Joint Vocational School and Hocking Technical College to elementary and secondary schools. (beginning October 1)

d. Providing guest speakers (instructors, students—present and former, administrators, local resource people). (beginning August 1)

e. Providing materials indicating curriculum details. (beginning September 1)

f. Providing on-the-job (shadowing experiences) at Hocking Technical College and Tri-County Joint Vocational School. (beginning January 1, 1979)

g. Establishing joint mailers to parents on day and night programs. (establish April 15, 1979)

Figure 4—*Continued*

h. Providing in-service training for high school teachers in career counseling by establishing a district wide in-service committee in career education relating to Tri-County Joint Vocational School and Hocking Technical College. (summer 1979)

i. Establishing a Speakers Bureau. (beginning February 1, 1979)

j. Establishing a more rounded overall publicity program at Hocking Technical College and Tri-County Joint Vocational School by appointing a joint committee to work in publicity. (beginning October 15, 1978)

k. Developing a community resources list of the three counties. (beginning January 1, 1979)

l. Establishing a review committee made up of local educators to recommend changes in career-related data developed by Tri-County Joint Vocational School and Hocking Technical College. (beginning September 1, 1979)

m. Establishing a district-wide career council to coordinate career data elicited from the area. (beginning September 1, 1979)

n. Establishing two-week mini courses in career areas to be provided at all grade levels to selected students in the spring of the year. (beginning January 1, 1980)

o. Establishing a career orientation course for parents related to career choice of sons and daughters involved in courses at Tri-County Joint Vocational School and Hocking Technical College. (beginning September 1, 1980)

p. Establishing at least one yearly required in-service day for district teachers devoted entirely to describing Hocking Technical College and Tri-County Joint Vocational School. (beginning June 1, 1979)

q. Developing a career counseling center headquartered at Hocking Technical College for career counseling services to undecided 11th and 12th graders. (beginning June 1, 1980)

r. Establishing a teacher/career educator pool which would in turn train teachers in the eight school districts in career education. (beginning September 1, 1980)

s. Establishing a central career data bank on career training available in the three county area. (beginning June 1, 1979)

t. Establishing written guidelines for providing pre-high school graduation college credit to selected area high school students. (beginning January 1, 1979)

u. Establishing a centralized information center on labor and job market statistics which would be reported monthly to area school teachers. (beginning June 1, 1979)

v. Hiring a full time public relations representative to explain Hocking Technical College and Tri-County Joint Vocational School to the adult and student public. (beginning June 1, 1980)

Figure 4—*Continued*

w. Establishing satellite programs of Hocking Technical College and Tri-County Joint Vocational School at selected school buildings in the eight districts involved. (beginning September 15, 1979)

x. Requiring teaching departments of Tri-County Joint Vocational School and Hocking Technical College to develop a one-page statement on characteristics and skills needed by prospective students for programs they offer and disseminate them yearly to each school district. (beginning September 15, 1978)

y. Establishing a job data bank to cross reference with the career training bank which would list, on microfilm, job opportunities available in the area. (beginning January 1, 1980)

Objective 2—Plan of Action

To facilitate maximum flow of information from the organizations involved in the Rural Guidance Program and students in the local school district. This will be accomplished by:

a. Expanding media coverage of Tri-County Joint Vocational School and Hocking Technical College to include more TV and newspaper messages and hiring an individual to oversee this. (June 1, 1980)

b. Establishing a monthly newsletter from Tri-County Joint Vocational School and Hocking Technical College to the public. (June 1, 1979)

c. Increasing by 50 percent the number of public service announcements now aired on the media. (January 1, 1979)

d. Establishing an exchange, loan, and interchange plan for A.V., Media, Library services among Tri-County Joint Vocational School, Hocking Technical College, and the local district. (September 1, 1979)

e. Establishing a Tri-County Joint Vocational School-Hocking Technical College visitation program with the elementary and secondary schools to establish a personal approach as opposed to a pamphlet approach. (January 1, 1979)

f. Applying for a comprehensive funding plan to provide funds for this project. (September 1, 1978)

g. Establishing one yearly in-service program at Tri-County Joint Vocational School and Hocking Technical College required of all teachers and one required for all administrators in the eight school districts. (July 15, 1979)

Objective 3—Plan of Action

To establish additional adult education courses in the eight districts to serve a greater percentage of the local adult population. These will include:

Figure 4—*Continued*

a. Establishing courses related to effective parenting, especially dealing with handicapped children with special needs. (September 15, 1979)

b. Developing a course for parents on career orientation and how to work with children in this area. (January 1, 1979)

c. Establishing a career orientation course for parents on programs available at Tri-County Joint Vocational School and Hocking Technical College. (September 1, 1979)

d. Providing a functional English course each quarter. (September 1, 1979)

e. Providing a course on alcohol abuse. (September 15, 1978)

f. Developing a course for parents dealing with health, birth control, and sex education. (September 1, 1979)

g. Providing a unified program for GED preparation. (June 1, 1979)

h. Establishing a course dealing with effective nutrition. (September 15, 1978)

i. Developing a course dealing with money management for the family and personal budgeting and checkbook preparation. (September 15, 1978)

j. Establishing a basic course in household maintenance and energy conservation (especially dealing with woodburning stoves). (September 15, 1979)

k. Establishing a course on care and installation of woodburning stoves. (September 15, 1979)

l. Establishing a general lawn care and improvement course. (January 1, 1979)

Objective 4—Action Completed

To list programs currently offered by Hocking Technical College and Tri-County Joint Vocational School which have traditionally demonstrated low student interest on the part of area residents. These are completed and specified below:

Food Service
Building Maintenance
Transporting and Recording
Office Duplicating
Fast Foods
Food Distribution
General Laboratory Assistant
Medical Laboratory Assistant
Small Motor Repair
Sheet Metal
Foundry

General Merchandising
Petroleum Service
Warehousing
Environmental
Park Enforcement
Fire Science
Police Administration
Food Management
Air Conditioning
Masonry
Industrial

Figure 4—*Continued*

Objective 5—Action Completed

To list programs currently offered by Hocking Technical College or Tri-County Joint Vocational School which have traditionally demonstrated high student interest on the part of local residents. These are completed and specified below:

Nursing
Child Care
Automotive
Cosmetology
Carpentry

Welding
Auto Mechanics
Aircraft Maintenance
Drafting

Objective 6—Action Completed

To identify reasons for programs offered by Tri-County Joint Vocational School and Hocking Technical College having demonstrated low interest among area residents; completed and specified below:

a. Less technical expertise
b. Lower educational level
c. Less specialization
d. Leaving the area for a job
e. Full job market

Objective 7—Action Completed

To identify reasons for programs offered by Tri-County Joint Vocational School and Hocking Technical College having high interest among area residents; completed and specified below:

a. Traditional background
b. Well publicized
c. Good job market
d. High familiarity
e. Well defined
f. Strong monetary rewards
g. Public relations information

Objective 8—Action Completed

To identify recommendations from the Rural Guidance Advisory Committee on ways to obtain increased interest in programs offered; completed and specified below:

a. Utilize better program titling semantics.

b. Establish good role models.

c. Conduct more field trips to bring students in contact with these job opportunities.

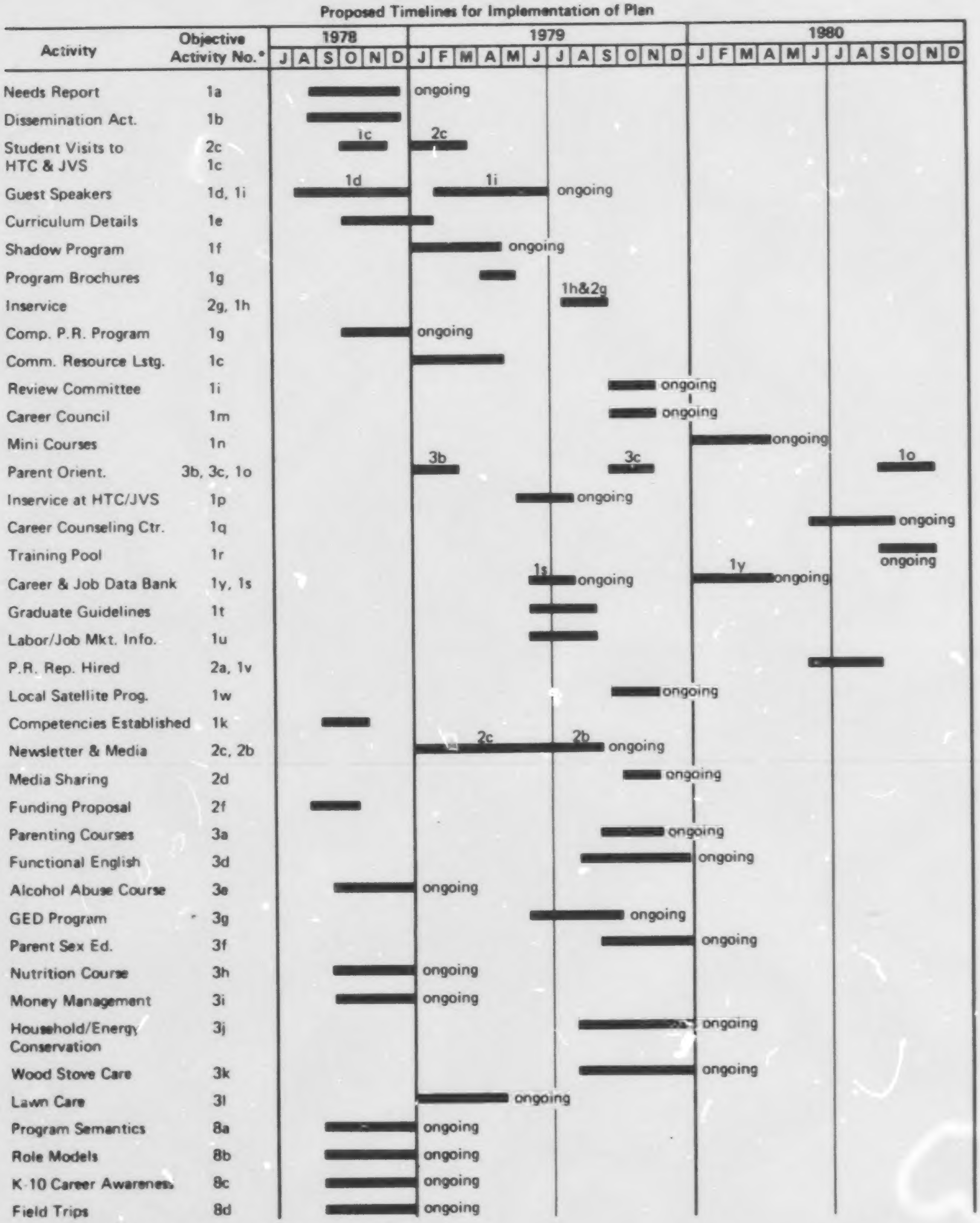
IMPLEMENTATION ACTIVITIES

Commitment has been obtained from the administration of both Hocking Technical College and the Joint Vocational School as well as other involved schools to implement priority items of the attached plan. Priorities will be set by the coordinators, administrators and the permanent steering committee, when it is established. Table II (next page) indicates present time lines for implementation of activities.

A basic feature of the above implementation plan will be application for funding to support these endeavors. The career advisory council will be given an active role in this effort.

TABLE II

Proposed Timelines for Implementation of Plan



*See Program Plan for a specification of the objectives

CHAPTER IX

BARKSDALE, TEXAS

SITE DESCRIPTION

Nueces Canyon Consolidated Independent School District is a rural school system located in the rolling hills near the Nueces River in Southwest Texas. The school district, although encompassing a vast area, is sparsely populated. There are no large industries in the general area. Sheep and goat production is the largest single vocational field in the area, followed by ranching and farming. Many cattle are also raised on the ranches in the Canyon.

The school district is made up of the towns of Camp Wood (population 660), Barksdale (population 50), Vance (population 15), and Montell (population 10) and the surrounding ranches and farms. The closest community of any size is Uvalde (population 16,000), which is located over 40 miles away.

Grades 1-8 attend school in Camp Wood while grades 9-12 go to high school in Barksdale. Most of the students are either bussed or driven to school because of the distance between towns. High school enrollment is 147 and elementary and junior high is 245. The ethnic group is approximately 50 percent Mexican American and 50 percent Anglo.

The 1976-77 school year was the first time a part-time counselor had been employed in the district. As a formal program, career development was virtually nonexistent before the 1977-78 school year.

PLANNING PHASE

Program Coordination

The Nueces Canyon Consolidated Independent School District originally became involved in this rural career guidance and counseling program because of the interest and concern of the school superintendent. He contacted the field test coordinator because he felt the career development of rural youth in his area was of critical concern. In early 1977 that request was honored and the school district was selected as one of nine to participate in the test.

The school superintendent agreed to serve as program coordinator, and a guidance staff member of the nearby Southwest Texas Junior College also agreed to serve on the planning committee. With the school superintendent in the role of coordinator the program was assured of having high level administrative support. All necessary institutional agreements were signed and both of these individuals were trained in a three-day workshop held in Columbus, Ohio in March of 1977.

Upon returning to Texas, the superintendent formed a planning committee composed of himself, the representative of the Southwest Texas Junior College, the school counselor, and several community representatives. The committee met several times over the next two months primarily to orient and organize its members. Progress was slow, particularly due to the impending end of the school year and a change developing in the school administration.

In late spring, the superintendent and two other school administrators resigned from the district. This unanticipated event had a major impact upon the program especially since it was just in the formative stages. It was momentarily left directionless. A new set of school personnel would have to be appointed who, in turn, would have to accept a commitment made by others they did not know, to an innovative but possibly threatening new program. Even if the program did not coincide with their educational goals they were, by contract, required to complete it.

A new superintendent was named in June who, in turn, appointed the new guidance counselor as project coordinator.

The new coordinator was immediately confronted with a series of problems or obstacles that included:

- COORDINATOR ORIENTATION—The coordinator needed to become oriented to an extensive set of materials and procedures in a relatively short period of time. It should be noted that the counselor officially began work just before the start of school in the autumn. Hence, aside from a brief on-site orientation provided by a staff member from the Ohio State University, the coordinator had to do much of this work on his own.

- ROLE PROBLEMS—The new coordinator was both a counselor (½ time) and a teacher (½ time). The counselor's role was not well established in the district and the coordinator, in essence, needed to define and delineate the role.

- ADMINISTRATIVE CHANGE/ORIENTATION—The new administration had inherited a program that, although not of its own making, was one that it felt it had to accept. And the counselor would be required to work on a project having less than full administrative support, especially at the start of the year.

- PLANNING COMMITTEE CHANGES—The coordinator felt that it would be necessary to reorganize the planning committee due to time constraints of some members and due to personality differences and conflicts encountered with the change in coordinators.

- LOSS OF MOMENTUM—As coordinators changed there was a loss in momentum. This, in conjunction with the slow start in the spring, put the program in a very unsteady position by the autumn semester.

- OTHER PROBLEMS—At the beginning of autumn 1977, the coordinator did not have an office area where he could physically locate his materials and supplies. This problem, if unresolved, would have seriously impeded the progress of the field test.

Resolution of these problems was critical if the program was to have at least an even chance of success. Some problems such as coordinator orientation and role problems were corrected over time with the counselor actively working toward their resolution. More extensive administrative support was also obtained over time, partially as a result of the intervention of Region XV staff members of the Texas Education Agency. They were interested in the program and conveyed their interest and enthusiasm to the new superintendent who, in turn, provided an additional period per day for the counselor to develop the program. Without this additional released time, it is doubtful that the planning phases of the program could have been completed successfully.

The reorganization of the planning committee and the regaining of momentum were closely related. In the next section of this report the procedures used to correct these problems are described. Adequate office space, the last problem mentioned, was fully settled by mid-autumn when the coordinator was assigned a private office for use in guidance and counseling. This office also served as the central hub of project-related activities.

Committee Formation

The program coordinator was the person in charge of committee selection. It was felt after the breakup of the original committee, that only those individuals who were willing and available for group meetings and really wanted to be part of the project should be considered for membership. With this in mind, the committee included, in addition to the coordinator, two teachers, a housewife, a rancher and a student. It was thought that this would be a workable group because some members were teachers, and easily available for meeting and planning sessions and because the rest of the members encompassed diverse viewpoints. Lastly, the committee was composed of individuals who were either at the school or within close proximity.

The committee met as a whole on several occasions and the coordinator met with them individually many more times. The committee was oriented to the program briefly before selection and then more extensively as a whole after final selections were made. This was done by reviewing the *Rural America Series* as a group and then setting down the steps and activities to be accomplished along with the corresponding time lines. The coordinator was in charge of the orientation process for the committee.

The major events that involved the committee as a whole were the goal and subgoal questionnaires. The committee made major decisions in deciding on forms to use and to whom they should be administered.

After the subgoals were formulated, the committee as a whole met less frequently and was used more as a sounding-board for ideas on an individual basis by the coordinator.

The coordinator encountered no major planning obstacles after the committee's reorganization.

NEEDS ASSESSMENT

One of the first activities undertaken after the reorganization of the planning committee was that of needs assessment. The major responsibility for carrying out this activity was assumed by the program coordinator. The planning committee had a key role particularly during the initial phases of the activity. They reviewed and, in some cases, revised forms and questionnaires prior to their administration to students, community, and faculty members.

To start the needs assessment process the coordinator carefully reviewed the General Goal Assessment Questionnaire provided in the *Rural America Series* (Career Development Needs Assessment Handbook). The questionnaire with minor revisions was approved by the planning committee and then distributed to sophomores, seniors, the school staff, parents and business people in the community. Table 1 is a summary of the overall sampling process used to rate general career guidance goals.

TABLE 1

Survey Sample for the Rating of General Career Guidance Goals

Group	Number Surveyed	Completed Forms	Percentage Completing
Students	35	35	100
Staff	31	14	45
Parents	75	28	37
Business People	19	15	79

As is apparent from the table, 92 individuals representing diverse groups rated the 26 general goal statements. While the rate of return from some groups was low it was felt that a sample of adequate size had been obtained for the purposes of selecting the general goals of importance. In this manner, nine of the 26 goals were judged as being of higher importance than the other 17. It should be noted that the four groups sampled were generally in agreement on these nine goals and few if any differences were observed in their patterns of rating the goals. These nine student goals are:

- Assess the relationship of their interests, attitudes, values, abilities and achievements to the development and realization of their career goals.
- Assess their personal interests, aptitudes and qualifications in selecting and assuming career roles.
- Characterize their personal attitudes and value system.
- Appraise the variety, complexity and availability of occupations in the world of work.
- Appraise the economic benefits and limitations associated with potential occupations.
- Use the essential skills necessary to gather, organize, and evaluate information for effective decision making.
- Accept the responsibilities for their decision-making outcomes.
- Utilize the skills necessary for securing, maintaining and/or advancing in various career pathways.
- Validate that career planning is an on-going process which reflects continual learning in a changing environment.

In a manner similar to that described above, ratings were obtained for those subgoals related to the nine priority goals. Twenty-seven subgoal statements were either selected or revised for inclusion in the subgoal questionnaire. This questionnaire was administered to the same sample shown in Table 1. The return was about the same as before with the notable exception that 35 parent questionnaires or 46 percent were returned—an improvement over the return rate for the goal questionnaire. Based upon the results of the subgoal ratings, eight subgoals were identified by respondents as being of highest importance for the school district. As in the instance of the general goals, highest importance is defined as those items receiving the overall highest ratings by the respondents, with each group (not individual) having equal weighting in the mathematical averaging process.

The program coordinator tabulated all results and determined the priority order of the subgoals. The planning committee agreed with the procedure and the subgoals so identified. They were:

- The student can explain how values and interest influence career goals.
- The student can identify school skills needed in different occupations.
- The student understands the use of standardized tests in self-assessment of aptitudes
- The student can define a personal value system.
- The student can demonstrate skills in investigating specific occupations.
- The student can explain how supply and demand affect monetary rewards from various occupations.
- The student can evaluate decision-making information.
- The student can identify career planning processes.

To measure student achievement on these subgoals, the program coordinator, in conjunction with the planning committee and with recommendations from staff members of the Region XV Center of the Texas Education Agency, selected the Career Education Test from the Texas Career Education Measurement Series. (A sample set of questions is appended to this report.) The Series is available through the Texas Education Agency, Austin, Texas. The test, in a multiple choice question format, measures student performance on a wide variety of goals and objectives, some of which coincided with the important subgoals chosen by respondents to the Nueces Canyon subgoal questionnaire. In addition, through extensive use of these tests in the state of Texas, the Texas Education Agency has been able to establish test norms.

The Career Education Test was administered to 36 students equally divided between sophomores and seniors. The students were selected from English and government classes respectively. The 36 students represented approximately 25 percent of the total student body of the Nueces Canyon School District. The results of the student achievement testing are summarized in Table 2.

TABLE 2

Results of Student Achievement Testing

Subgoal Statement	Texas Career Education Learner Outcome No.	Percentage Correct	Acceptable % According to Texas Norms	Difference %
The student can explain how values and interests influence career goals.	1:04	89%	91%	– 2%
The student can identify school skills needed in different occupations.	9:04	87	83	+ 4

TABLE 2–*Continued*

Subgoal Statement	Texas Career Education Learner Outcome No.	Percentage Correct	Acceptable % According to Texas Norms	Difference %
The student can understand the use of standardized tests in self-assessment of aptitudes.	2:05	74	86	– 12*
The student can define a personal value system.	1:12	84	93	– 9*
The student can demonstrate skills in investigating specific occupations.	2:01	82	87	– 5*
The student can explain how supply and demand affects money rewards from many occupations.	8:17	92	86	+ 6
The student can evaluate decision-making information.	1:07	97	86	+ 11
The student can identify career planning processes.	1:02	81	93	– 12*
TOTAL BATTERY		86	88	– 2

*Starred differences indicate those selected as priority need areas.

Overall, on the total battery of learner outcomes the students at the Nueces Canyon district were very comparable to their normed counterparts in the Texas sample. In fact, in some specific areas the student results were considerably better than the Texas sample. Four areas, however, were from 5 percent to 12 percent below the norm. These were selected by the Planning Committee as having the highest immediate priority for the development of a local career guidance and counseling program. Objectives for these four areas were then developed—see the **Developing Objectives and Putting It Together** sections of this report.

The costs of the needs assessment procedures were minimal with duplication and minor mailings being the only items that required any district funds. The time required for the needs assessment process (from the initial review of forms through the scoring of the student achievement test) was three months—from mid-October to mid-January including a three-week holiday break. The task was accomplished in this short time frame because of the small size of both the district and the planning committee. Over this period, the counselor invested one full week on needs assessment.

RESOURCE ASSESSMENT

Due to the time required for resource assessment, it was decided to use the $300 in funds from the National Center for Research in Vocational Education to hire two students to implement the assessment procedures, under the direction of the project coordinator.

Resource forms from the *Rural America Series* were mailed to area residents and businesses to be completed and returned, so that they could be ranked according to the categories of resources defined in the series.

Numerous house calls and follow-up visits were made by the students to increase the responses and to encourage participation in the career resource program.

The resource assessment was given to slightly over 300 people including community members, local business people and school staff members. Of these, approximately 90 were returned and of this number, 49 individuals indicated that they were willing to serve as resource persons in a career development program. Returns from the remaining 44 individuals indicated an unwillingness to serve. In addition to the resource sheets sent to individuals an assessment was made of business establishments and the school system to determine the availability of material and facilitative resources. From this assessment, 161 material resources and 23 facilitative resources were identified.

This work took five months to complete because it had to be done in addition to the regular school work load and activities of the two students. The estimated number of hours involved was 140.

The major obstacle encountered was the poor response of community members. This was overcome to some extent by home visits and telephone calls used as follow-ups to the letters.

The resource sheets that were filled out from this process were filed as Material, Human, or Facilitative resources and were catalogued in folders for each category. Copies of these catalogs will be made available to the faculty of the school system.

Table 3 shows the number and type of resources catalogued.

TABLE 3

Number and Types of Resources

Type	Number of Entries	Comments
Human	49	Includes people from all areas and careers
Material	161	Includes films, kits, pass out materials
Facilitative	23	Includes on-site visits, space, and supplier

Appended to this report is a sample of the survey forms and catalog sheets used in the resource assessment.

DEVELOPING OBJECTIVES

The planning committee, along with the coordinator, worked on developing objectives based upon the needs assessment results. Preliminary objectives for the implementation were written in draft form before the final visit of a staff member from the National Center for Research in Vocational Education. The objective development process was delayed primarily because of the need to reorganize the planning committee. This reorganization and other initial problems set the total planning process behind schedule by four months. The objectives were reached through input from the committee to the coordinator in formal and informal meetings. During the visit by the National Center staff, the final draft of the objectives was developed. This draft will be reviewed by the planning committee for revision and final acceptance.

It was decided that, for this very small school system and area, one objective per subgoal was sufficient to implement the type of program most beneficial to the students. The objectives were developed to take into account the available resources and the career/counseling center that was being developed by the school system.

The final objectives for the program that is to be implemented in Nueces Canyon Consolidated Independent School District are located in chart form in the next section.

PUTTING IT TOGETHER

The final plan for implementation of the career program in the Nueces Canyon School District was arrived at after much discussion by the members of the planning committee. These discussions were held in small group situations and by individual meetings between the committee members and the coordinator. This procedure was used because of the many activities that occur in the spring of the year prior to the school closing date, May 18, e.g., tournaments, field trips and festivals. Out of these meetings and conferences came a draft of the proposed program for the district.

This draft was written by the coordinator, taking into account the input from all committee members, the resources which were identified from the resource assessment, and the needs of the local area. The final plan was developed in approximately 15 hours of planning and experimenting with possible areas and plans. It was decided to focus on the four major areas identified by the needs assessment surveys and student achievement testing. Everyone involved felt the final draft that resulted was a workable plan which both encompassed the primary need areas and could be implemented efficiently and accomplish the desired results.

The final plan will be put into full action in the 1978-79 school year. Near the end of each year, the counselor, principal, and other interested parties will review the plan to determine effectiveness and the degree to which it is accomplishing its goals. If changes are felt to be needed, they will be made on a yearly basis.

The general nature of the plans for the four student objectives that were identified by the needs assessment process are listed in the following pages of charts.

PRELIMINARY CAREER GUIDANCE PLAN

NUECES CANYON CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

Goal	Subgoal	Objective	Activities	Time Factors	Evaluation
Appraise students' physical and mental characteristics, the potential for change and apply this knowledge to goal setting for life roles (Self and Interpersonal Relations Domain)	The student understands the use of standardized tests for self-assessment of aptitudes.	After being oriented to the use of standardized tests, students will be able to relate aptitudes and abilities to personal interests.	**TEACHER/COUNSELOR**	Beginning of school	All activities have taken place.
			1. Classroom orientation provided to students prior to testing.	Beginning of school year (1979) and in March.	
			2. Classroom orientation provided to students after test results have been obtained.	March and April (1979)	
			3. Additional class meetings and individual follow-up counseling as necessary.	When necessary	
			STUDENT ACTIVITIES		
			1. Participation in class and testing sessions.	In accord with the above schedule	Student enthusiasm for activities as judged by teachers and counselors.
			2. Group discussions and answer sessions		Knowledge as judged by participation in question and answer sessions.
			3. Writing essays or developing career plans, depending on the nature of the specific class.		Increased student use of career center and counseling services.
					Quality of work as judged by teachers and counselor.

PRELIMINARY CAREER GUIDANCE PLAN—*Continued*

Goal	Subgoal	Objective	Activities	Time Factors	Evaluation
Students will be able to characterize their personal attitude and value system (Self and Interpersonal Relations Domain)	The student can define a personal value system.	Students will be able to define and give examples of personal value systems and their importance in making life choices.	**COUNSELOR**		
			1. Explore possibilities of developing career education course or integrating career content into regular classes.	Spring (1978)	All planning activities have taken place.
			2. Decide upon instructional strategy and select appropriate materials (films, kits).	Spring (1978)	Administrative approval obtained.
			3. Design strategy: lectures, discussions, group speakers, student activities, and so forth.	Spring and early Summer (1978)	
			4. Implement strategy.	School Year (1978)	Strategy implemented.
			STUDENT ACTIVITIES		
			1. Participation in class activities	Throughout the school year 1979	Extent of participation in class as judged by counselor (teacher).
			2. Use of career center		Extent to which career center is utilized by students in class.
			3. Individual projects involving career and life role choices.		Quality of projects as judged by counselor (teacher).
					Change in understanding as measured by Texas Career Education Measurement Series Tests.

PRELIMINARY CAREER GUIDANCE PLAN—*Continued*

Goal	Subgoal	Objective	Activities	Time Factors	Evaluation
Appraise the variety, complexity and availability of occupations in the world of work. (Life Role Domain)	The student can demonstrate skills in investigating specific occupations.	Given any occupation, the student will be able to identify and explain the use of 3 sources that give information about age, salary, training and work environment for the occupation.	**COUNSELOR**		
			1. Continue to organize and develop the career center.	Ongoing	The center is ready for full use by the Autumn of 1978.
			2. Orient/train students in the use of the career center and the materials contained in it.	From early Autumn 1978 on	Orientation/training is successfully implemented.
			3. Orientation/training will either be in the classroom or as part of the career education class.	From early Autumn 1978 on	
			STUDENT		
			1. Participation in the orientation/training.	In accordance with the above schedule.	Participation as judged by counselor.
			2. Practice in searching for information.		Ability to find information as judged by a test developed by the counselor.
			3. Completion of activities related to the orientation.		
Students will be able to validate that career planning is an ongoing process which reflects continual learning in a changing environment. (Career Planning and Decision Making Domain)	The student can identify career planning processes.	Given problem situations the student will be able to identify processes and procedures for career planning and advancement.	**COUNSELOR/TEACHERS**		
			1. Develop/select appropriate problematic materials for use in classroom.	Mostly in early part of the 1978-79 school year but ongoing.	Activities ready to begin in the fall of 1978.
			2. Consider bringing in outside resources such as community people.	Throughout the 1978-79 school year.	Community participation.
			3. Consider use of field trips.	Throughout the 1978-79 school year.	
			4. Implement classroom activities.	Throughout the 1978-79 school year.	

INITIAL IMPLEMENTATION

The Nueces Canyon Consolidated Independent School District has begun to put the developed program into operation. At the beginning of the 1977-78 school year, the district hired a part-time counselor to start work in the area of career and life-choice counseling. In addition to this, the district also allocated $2,800 toward the establishment of a Counseling and Career Center for the purchase of guidance, career, and testing materials and kits. Throughout this past year, the counselor has been selecting and purchasing materials for the Counseling and Career Center. The resources available to the center have also been augmented by securing, on a loaned basis, materials from the instructional resource library of the Education Center—Region XV of the state of Texas. The counselor will continue to expand and improve this Counseling and Career Center during the coming year.

This material when used in conjunction with the resources identified in the resource assessment will provide students with information and assistance in all areas of career and life-choice decision making during their school years. It will be a valuable resources pool not previously available to the district. The center, begun during the 1977-78 school year, is scheduled for full operation by the 1978-79 school year.

During the past year, the counselor/program coordinator has been regularly visiting classrooms in the district to explain the nature of the center and how it can be used by students and teachers. Both sets of individuals were encouraged to visit the center and to take advantage of the opportunities it provided. The program coordinator also visited classrooms and discussed the concepts of career and career choice. These efforts as well as others associated with the planning phases of the career guidance and counseling program were publicized in the local newspaper. These efforts have laid the necessary groundwork for full program implementation in the 1978-79 academic year.

The school district with the support and assistance of the Education Center—Region XV staff, has applied for funds from the Texas Education Agency to hire a vocational counselor to be used on a cooperative basis with a neighboring school district for the 1978-79 school year. This is part of the proposal that Education Center staff and several local, rural districts near Nueces Canyon have developed. The main objective of the proposal is to assist these districts in identifying local career development needs and then to systematically develop career guidance and counseling programs to meet those needs. If funded, Nueces Canyon will take a major leadership role in this effort. The interaction between Nueces Canyon and the Education Center has significantly increased due to the project. Yearly visits between the two institutions are up from one to four. This is notable in that the regional center is nearly 150 miles from Nueces Canyon.

The school district, particularly members of the secondary school staff, has expressed an interest and a commitment to continue the program after the planning year is completed. This will be a joint endeavor involving the school administration, the teachers and the counselor. For further details on the program see the Program Plan in the **Putting It Together** section of this report.

CHAPTER X

CASHMERE, WASHINGTON

SITE DESCRIPTION

The small rural community of Cashmere, nestled in the foothills of the Cascade Mountains, is located in the geographical center of Washington state, and situated 12 miles west of Wenatchee. The 1970 census figures for Cashmere show a population of 1,940.

Most of the community labor force works in agriculture, with forestry, wholesale-retail, and services also ranking as important job sources. The percentage of unemployed varies according to seasonal needs of the extensive orchard industry. The major agricultural crops grown in and around Cashmere include apples, pears, cherries, apricots, and peaches. Cashmere is also the home of the famous Aplets and Cotlets—a candy manufacturing plant.

Because Cashmere's economy depends mainly on the orchard crops, there are many opportunities for the young people to obtain summer employment. Fruit pickers, tree pruners and thinners, and water changers are always needed by orchardists. The fruit warehouses hire many teenagers to work as sorters and packers throughout the summer months.

The Cashmere School District consists of three schools: Vale Elementary, Cashmere Middle School, and Cashmere High School. Each school has its own campus. Total enrollment in the three schools is approximately 1,000 students, with 59 certified personnel serving as staff. Among these individuals are a full-time career education coordinator, a full-time high school counselor, and a half-time middle school guidance coordinator.

The Cashmere student enrollment consists mainly of Anglo Americans. The cumulative enrollment during the school year of approximately 100 migrant students includes Anglo Americans, Indians, and Mexican Americans. Of these 100 students, approximately 50 percent attend school in Cashmere year around. These students are mainly enrolled in the elementary and middle schools. The main influx of migrant students occurs in the fall and spring. Cashmere has a federally funded migrant program in the school to help students academically, especially in developing their communication skills.

Cashmere is a member of a cooperative program for handicapped students; therefore, all special education students from the district are transported to the Wenatchee School District where they take part in an on-going program.

The Cashmere schools have long been noted for their innovative approach to educational programs. Strong community support, a dedicated board of education, and administrative encouragement of resourceful classroom teachers make this possible. This cooperative atmosphere set the stage, in 1972, for a team of fourth grade teachers to begin the initial development of a career education program in Cashmere. This team designed curriculum to increase student awareness of the world of work: the kind of work that people do, the tools they use, and the skills involved. Other staff members became interested, and a workshop was held for 66 elementary teachers the following summer. This initial workshop was soon followed by subsequent career education endeavors.

A project funded under Part C of the Vocational Amendments of 1968 was secured during the 1973-74 school year to develop techniques, procedures and materials which complemented rather than supplanted, the existing school curriculum and emphasized use of the community as a basic resource. Every teacher and administrator in the school system was involved in this project and all students benefited from this new thrust. Three activity guides were printed and have since been requested by and sent to over 1,000 schools and school systems in the United States and abroad.

The 1975-76 school year saw the first phase of a proposed three-year project dedicated to the development and implementation of a curriculum oriented to career education. The curriculum is comprehensive, K-12, goal-based and transportable. It provides for all students developmental career education experiences relevant to work—to life. During the first year, one third of the teachers were given released time to revise the curriculum in the areas of social science and language arts. Comprehensive guides which include discipline and career education program goals, course goals, student learning objectives, sample indicators, resources and activities were developed and printed, for grades K-5, 6-8, and 9-12.

In the 1976-77 school year teachers in the areas of math, science and vocational education completed the same task and during the 1977-78 school year all staff members in art, music, foreign language, health and physical education were engaged in this curriculum reorganization. The first year was funded under P.L. 93-380. The second and third years were funded totally with local dollars.

School board policy and commitment, community support and strong administrative leadership have been the basis for the success of career education in the Cashmere School District. This commitment, support and leadership along with evaluation and accountability measures ensure the continuation and longevity of the program.

In July, 1976, the Cashmere School District was awarded a 15-month contract from USOE to "Communicate Successful Career Education Methods and Procedures to 5,000 Selected Rural Schools." Seven issues of the newsletter *Communicating Successful Career Education Practices to Rural Schools* were distributed. The project also (1) published a handbook *The Original American Early Morning Primer: A How To Do It Guide for Implementing Career Education in Rural Schools,* which was mailed to 5,500 school systems and agencies for use in implementing career education in their local districts; (2) developed three slide/tape presentations: *Career Education, What It Is and How To Do It, Involving the Community,* and *Translating Concepts Into Action;* and (3) conducted five national workshops for over 300 rural educators.

PLANNING PHASE

Program Coordination

A strong commitment to career education in the Cashmere School District had been established as a result of its involvement in a variety of ongoing efforts. A perceived need for improving career guidance in the schools prompted the district's decision to seek an appropriate means of delivering career guidance to students in grades 6-12. The strategy selected for accomplishing this purpose was an advisor/advisee program. Through this type of program, each teacher would work with a small group of students (about 20) to assist with their positive career development. During the initial planning stages of the advisor/advisee program, the district became involved in the national field test. For further information about the advisor/advisee program see the section on **INITIAL IMPLEMENTATION.**

Two individuals were selected to attend the orientation workshop in Columbus. The high school counselor was chosen because of his responsibility for coordination of the advisor/advisee program, and the high school librarian attended because she was very interested in guidance. Because the advisor/advisee program had to be fully operational by autumn, little time was spent on the planning process as described in the *Rural America Series.* The initial goals and objectives of the advisor/advisee program were developed based upon data obtained from a student survey conducted the previous year.

After the new school year started, it was decided that a person who did not have specific building level responsibilities should assume the leadership role. The district's career education coordinator took over the coordination of the planning activities.

The new coordinator received a brief overview of the *Rural America Series* and the field test from a staff member of the National Center for Research in Vocational Education. Her extensive background in career education was helpful in overcoming the lack of formal training.

Coordination with Wenatchee Valley Community College, the designated postsecondary institution, was very limited for a variety of reasons. The postsecondary school did not send a representative to the orientation workshop in Columbus. Therefore, they did not receive an overview of the *Rural America Series.* Also, the person assigned the responsibility of planning with Cashmere passed away during the field test period. His replacement never became involved in the project since he was busy taking on the responsibilities of a new job.

Planning Committee Formation

Prior to its involvement in the national field test, Cashmere had formed a seven-member task force charged with developing the advisor/advisee program. The task force had been meeting regularly over the previous year to develop initial plans for the program. After the start of the field test period, planning focused on this program. As mentioned in the section on program coordination, detailed program planning based on the process presented in the *Rural America Series* had not taken place before the end of the school year.

In August, the district conducted the annual goal-setting meeting to identify priority goals for the 1977-78 school year. Sixty-three community members, school representatives, and students in attendance at this meeting determined that guidance should be the top priority. Because high interest in the school's guidance efforts was expressed, a decision was made to invite all individuals in attendance to become guidance planning committee members. This decision was based in part on the desire to encourage community involvement in all phases of the guidance program. As a result of the presentation on guidance made at the fall community reception for teachers, additional planning committee members were identified. It was anticipated that the committee would function in an advisory capacity. Thus, the large number of active members was deemed to be highly beneficial.

A smaller task force was identified as the working committee. Serving as task force members were (1) the career education coordinator who had assumed the role as the new field test program coordinator, (2) the high school counselor who was also serving as the coordinator for the 9-12 advisor/advisee program, and (3) the middle school guidance coordinator who had major responsibility for the 6-8 advisor/advisee program.

After the change in program leadership, the program coordinator presented the school's roles and responsibilities in the national field test to the district administrators and the board. Formal approval and support for the schools' involvement were obtained from the board at this time.

Forty-four individuals attended the first guidance planning committee meeting in the new school year. The breakdown of group affiliation was as follows:

Parents	13
Business members	6
Postsecondary representative	1
Students	7
Clergy	1
Board of Education	2
City government	1
Educators	7
Administrators	3
Task Force members	3

Many participants represented more than one category. However, the numbers reflect the major areas of representation. Eight other individuals had expressed an interest in serving on the committee, but were unable to attend the initial meeting.

Orientation to the *Rural America Series* was provided by the program coordinator to committee members during this first meeting. Cashmere's involvement in the national field test was also explained. Following a briefing about progress related to the two advisor/advisee programs, the committee began work on the preliminary work associated with the student career development needs assessment process. Accomplishment of the assessment is described in the next section.

Three additional planning committee meetings were held during the remainder of the field test period. The meetings were announced through a letter mailed to each member a week prior to the scheduled meeting. A follow-up phone call was made the day of the meeting to remind members of the time and location. The local newspaper also carried an announcement of forthcoming meetings. A concerted effort on the part of the program coordinator was instrumental in bringing about a high degree of interaction among committee members. Numerous suggestions for improving various aspects of the guidance program were obtained and every effort is being made to improve the program based on the committee's recommendations. Student members took an active role in providing advice for program improvement.

Needs Assessment

Cashmere School District has had a continued interest in better meeting the career development needs of its students. A survey of perceived student needs had been conducted two years prior to Cashmere's involvement in the field test. Results of this survey provided direction for formulating the 6-12 advisor/advisee program.

As a result of its involvement in the national field test, Cashmere proceeded to conduct another career development needs assessment. Using the discrepancy analysis model forwarded by the *Rural America Series,* areas of greatest student need were identified. The process used to identify the need areas was to (1) establish the desired student outcomes through a goal valuation technique, (2) measure student's current achievement in terms of the valued goals, and (3) compare actual student outcomes to desired outcomes.

The 26 goals contained in the *Rural America Series* were ranked by the planning committee members in terms of their perceived importance. During the first guidance planning committee meeting, members reviewed and discussed the goals prior to ranking. Student members were also involved in this process. A sample of approximately 25 percent of the students were then given the student achievement test as presented in the needs assessment handbook. One English class from each of the grades 6-12 took the test. A scoring key had been developed by the program coordinator and the middle school guidance coordinator. Initial data tabulations were accomplished by students in a distributive education class, by clerical staff, student aides, the program coordinator, middle school guidance coordinator, and a member of the planning committee. The tabulation process was time consuming since the entire student achievement instrument was used. It took approximately two weeks to complete the process.

Data analysis and interpretations were performed by the program coordinator. A copy of the findings is presented in Appendix A. The student assessment indicated that the district had made tremendous strides in the area of imparting career information to students. However, the assessment also indicated that, although the students performed well at the knowledge level and even fairly well at the comprehensive level, the application level of performance was low.

In addition to assessing the career development needs of students, a staff development questionnaire was developed to identify the areas of greatest inservice need. This instrument (see Appendix B) was administered to every staff member in the district. The four areas perceived to be of highest priority for developing staff inservice programs follow:

1. Methods and/or techniques to teach responsibility, respect and pride.
2. Techniques to assist students in individual goal setting.
3. Methods or techniques of group discussion and communication.
4. Methods or techniques for role playing.

Plans for developing future inservice programs will be guided by these findings. (See the section titled "Putting It Together" for information on future plans.)

RESOURCE ASSESSMENT

Four years prior to their involvement in the field test, Cashmere schools had conducted a community resource assessment as a part of the career education effort. The results of this survey were compiled and placed in the career education office for easy teacher access. Once Cashmere got involved in the field test, it was determined that the community resource file needed to be updated. The procedures suggested in *Resource Assessment* were reviewed and modified to fit Cashmere's needs.

The community resource survey forms (see Appendix C) were developed and approved by the planning committee. Two copies of the form were mailed to each of the 1,500 homes on the school district mailing list. A community business survey was mailed to businesses in the surrounding geographic areas. The yellow pages were used to identify businesses that represented a broad spectrum of occupations.

Community businesses and service organizations were also contacted and asked to distribute forms to individuals not on the school's mailing list. Organizations contacted included the bank, drug stores, the Senior Citizens Center, Ministerial Association, the Rotary, Jaycee's and Jaycee's Wives, City Council and the Chamber of Commerce. Resource assessment forms were not distributed until May 1978 because the district did not want the assessment to compete with the school bond issue campaign. Once the forms had been in the community for a few weeks, a follow-up notice was placed in the local newspaper. The article requested persons to mail in their forms or pick up new ones if need be.

Development of a new resource file will be an activity which will be completed during the next year. Through the use of a current resource file, teachers and others will be able to provide meaningful career guidance and career education activities for the students.

In addition, material resources that could be used in implementing career guidance activities were compiled by the middle school and high school librarians. The resources at the high school are described in three lists that were distributed to all teachers.

1. Free and inexpensive films available for possible use in high school guidance programs.

2. Career education films, filmstrips, tapes, etc.

3. Career education books located in the Cashmere High School Library.

Also, the career education office has an extensive library of staff development materials. A comprehensive bibliography of resource materials has been compiled. In addition, annotated bibliographies of non-commercial materials exist for each of the discipline areas.

Members of the program's task force review materials prior to recommending them for use in the advisor/advisee program. The planning committee also is involved in reviewing potentially controversial materials. If a task force member feels uneasy about the use of a resource, the committee is asked to review the material in question and submit an opinion regarding classroom use.

INITIAL IMPLEMENTATION

Several major approaches for providing improved guidance were used during the field test period. Initial implementation of the advisor/advisee program began in the fall of 1977.

This program involves each teacher as an advisor to approximately 20-25 students across grade levels of 6-8 and 9-12. Every student is thus known by a school staff member on a personal basis. Through continuous contact, the teacher/advisor is able to help students to develop better self understanding and to make plans that relate directly to their needs and interests.

The advisor role is a warm, trusting, human approach that creates a positive climate for the entire school. Advisors become increasingly sensitive to the need for a school to be student-centered. Students in turn are consistently aware that "their advisors are at their side—and on their side."

Eight major objectives had been established for the Advisor Program in the Cashmere Middle School for the 1977-78 school year.

1. To assist students in understanding and utilizing personality traits: identifying and solving problems which hinder self-development.

2. To help the student recognize his/her aspirations in relation to his/her abilities, aptitudes and interests.

3. To assist the student who needs help in developing a *more* positive self-concept, resolving conflicts, developing values, solving problems and making decisions.

4. To help the student make a satisfactory transition from one education level to another through appropriate and timely orientation.

5. To assist the student in identifying hobbies, social abilities, and occupational interests.

6. To help students become self-directed individuals.

7. To review the academic and social progress of each student.

8. To assist in the development of social skills for understanding and relating to others.

The plan for suggested activities, procedures, resources and evaluation techniques in relation to the above objectives is shown in Exhibit I. This plan was developed by the middle school guidance coordinator with assistance from several staff members.

For the next two years, objectives and activities will be developed to meet other areas of emphasis (i.e., career exploration and decision making). The first year focused on self understanding. Activities and objectives will be revised and refined based upon user input and student needs. The three year cycle will then be repeated. The cycle will assure students of gaining a broad spectrum of career development activities.

Currently, the Cashmere High School Advisor/Advisee Program has 15 objectives. These objectives, listed below, are implemented through various activities. Each advisor has a notebook of suggested activities which is updated regularly.

OBJECTIVES

1. To assist students in understanding and utilizing personality traits: identifying and solving their problems which hinder self-development.

2. To help the student recognize his/her aspirations in relation to his/her abilities, aptitudes and interests.

3. To assist the student who needs help in developing a more positive self-concept.

4. To assist the student to make a satisfactory transition from one education level to another through appropriate and timely orientation.

5. To assist the student in identifying hobbies, social abilities, and occupational interests.

6. To develop an awareness of and the desire for accurate and valid occupational, educational and personal-social information.
7. To help students become self-directed individuals.
8. To assist in the development of tentative educational and occupational plans based upon self-understanding.
9. To provide parents with information about the total school program, about the program at various levels and stages, and about special programs in school.
10. To serve as contacts with parents and school personnel to provide objective and subjective estimates of the student's scholastic abilities and aptitudes in relation to his/her achievement at any stage of the program.
11. To assist in the development of the curriculum in accordance with the determined needs of the students.
12. To utilize those community resources which contribute to the development of students.
13. To assist in the placement of students in appropriate classes.
14. To review the academic and social progress of each student.
15. To assist in the development of social skills for understanding and relating to others.

Parent Effectiveness Training sessions were another approach used to implement guidance in the Cashmere School District as a result of a guidance planning committee suggestion. Four mini-courses were attended by members of the community. Topics for the four sessions were as follows:

1. Building and strengthening relationships through listening.
2. Sending effective messages to reduce unacceptable behavior.
3. Problem-solving that satisfies both parent and child.
4. Examining and influencing value decisions.

These sessions were very well received by the community.

EXHIBIT I

Preliminary Plan

Objectives	Activities	Resources	Procedures	Evaluation
Helping students become acquainted with members in the Advisory group and with the Advisor.	Paper Ball Game	Page 2—booklet No. 1	Play the game and learn each other's names.	
	Student Personal data form	Page 5—booklet No. 7	Fill out forms.	

Objectives	Activities	Resources	Procedure	Evaluation
	Crazy Mixed-up Advisor	Page 303—yellow book	Students fill out worksheet to understand the role of the Advisor	Share answers as a group
	Animal Game	Page 15—booklet No. 1	Play the game—verbally communicate with each other.	
	F.B.I. Game	Pages 514 & 515 yellow book	Students fill in page 515 with another student	Share the interview sheets orally
	Group Awareness Games (10 games)	Pages 25-28 blue book	Students have to interact with each other	
Help students understand and adjust to Middle School rules.	Discuss school problems as they arise: (examples) 1. Letter on play ground 2. Letter on school and lunch room 3. Behavior at assemblies 4. Behavior at athletic events			
	Go over student handbook and give quiz over the information	Student information worksheet No. 1	Have students fill out the sheet	Discuss correct answers in the group and have students correct their own
Help students to realize their community responsibility	Plan a community Christmas project (decorations for school tree and for rest home) Play for Senior Citizens Wreaths for rest home Caroling at the home; handmade gifts Decorate downtown Senior Citizens window	School materials and things brought from home	Participate in the project	
	Plan a project to raise money for the Heart Fund (example) 1. Guess number of beans in the jar. 2. Gong show 3. School carnival at noon	School supplies and things from home	Take part in the activity chosen	Prize of the group who made money

Objectives	Activities	Resources	Procedure	Evaluation
Help students in goal setting in relation to school work	"Where Am I Now?"	Page 602—yellow book	Have students fill out page 602 to evaluate his/her adjustment in the Middle School	
	Learning Style Assessment Checklist	Pages 336, 337 & 338—yellow book	Fill out checklist	
	"On Target"	Page 340—yellow book	Students make short term written goals	
	"How Do I Use My Time?"	Page 308—yellow book	Students fill out form and can see how he/she uses his/her time	
	Conference Information Sheets	Pages 408, 409 & 410—yellow book Pages 404 & 405—yellow book	Have students prepare sheets to be used by Advisor at Parent/Teacher conferences.	
	Half-Way Point	Half-Way Point worksheet (my notebook)	Students fill out worksheets	Student and Advisor can begin to correct weaknesses and build strengths of the Advisory Program.
Help students in goal setting in relation to school work	How I Feel About My Last Last Quarter's Report Card	Page 328—yellow book		
	Four Study Skills Filmstrips and worksheets for each one	Filmstrip series: 1. Discover Yourself 2. Listen Take Notes, Ask Questions & Think 3. Develop Good Study and Homework Habits 4. Set Goals	Show filmstrips and have students fill out worksheets	
		Worksheets and Final Tests		Sent report home to parent on this series and the student score on the final test
Communicate with parents about our Advisory Program and about their child	Send letter home to parents about the advisory program (September)	Advisory report January 1978		

Objectives	Activities	Resources	Procedure	Evaluation
	Letter home to invite parents to a teacher's reception	Cashmere Middle School Conference Evaluation For Form		
	Give advisory progress report to give to parents at parent/teacher conference			
	Parents fill out conference evaluation form at parent/teacher conference			
	Letter home concerning the "Study Skills Series" and a report on their child's progress in Advisory			
Help students to have a better feeling about themselves	"People Hunt Game"	Page 8—booklet No. 1	Play the game and compare interests	
	Personality Collage	Pages 10 & 11 in booklet No. 1	Make a collage	
	Share collages orally with group (gain self confidence)			
	"The IALAC Story" filmstrip	Filmstrip and teacher's manual	Show filmstrip and discuss importance of feeling "lovable and capable" and how they have a part in helping others feel the same way	
	Mirror, Mirror on the Wall	Page 332—yellow book	Students verbalize what characteristics they admire in others and in themselves	
Help students in the area of self-understanding	Public interview	Page 14—booklet No. 1	Share orally values with the group	
	Interest inventory	Pages 13 & 14—blue book	Students fill out worksheet and will assess themselves in terms of interests and background	
	Sentence completion	Page 22—booklet No. 1	Students complete the sentences and will learn about themselves	
	Things I Like	Page 25—booklet No. 1	Students write down some of their likes showing their uniqueness	
	Things I Don't Like	Page 26—booklet No. 1	Students fill out the page and develop more skill in self-appraisal	

Objectives	Activities	Resources	Procedure	Evaluation
Help students become more skilled in working with others	Birthday parties given by one student for another during the school year		Plan, bring refreshments and give a party	
	Weekly outside or inside physical activity		Play: Ping pong Basketball Soft ball Soccer Other games	
	"I Admire Telegram"	Page 35—blue book	Students state clearly something positive about another person in the group	
	"Pep Assembly Contest"	Students ideas such as: posters	Students plan a pep assembly activity and attend a game together	Best idea was awarded a prize

PUTTING IT TOGETHER

The Cashmere School District has implemented the Advisor/Advisee Program as one approach to meet the guidance needs of students. However, prior to involvement as a field test site for the *Rural America Series*, activities used with students were not necessarily designed, based on student needs data. The *Rural America Series* provides the framework for the Advisor/Advisee Program to reach its ultimate potential. Initially, it allowed the district to step back and take a look at the total guidance program.

Based on the work done in the planning year (i.e., student needs assessment, staff in-service needs assessment, initial implementation of the Advisor/Advisee Program and the resource assessment), the program coordinator developed the following plans for expansion of the career guidance program. The timeline for the following plans depends on future funding. If outside funding becomes available, it is anticipated that the plan will be accomplished in one year. If only local funding is available, the plan will be extended over a 3 to 5 year period.

The program coordinator will work directly with counselors at the high school and the middle school, with the task force of the advisor/advisee program and with the guidance planning committee during every phase of future program activity: planning, implementing and evaluation.

In-service for staff based upon identified staff needs will begin during the month of September. A series of workshops will be held in cooperation with Central Washington State University. Consultants with expertise in specific areas will be used when necessary.

Each of the guidance counselors will be involved for 50 percent of their time throughout the year to prepare materials suitable for career guidance for Cashmere's students. These materials will be prepared and regular staff meetings will be held to assist all personnel in using the materials. At each of these meetings the materials used previously will be evaluated and revised based on recommendations.

The program coordinator will attend each staff meeting and will also work directly with the two counselors on material preparation. Monthly meetings will be held with the planning committee and the advisor/advisee task force.

It is envisioned that the advisor/advisee program will continue to serve as the major system for delivering guidance to Cashmere students during the coming years. One major benefit derived from this program is the involvement of all teachers on the guidance team. Shared responsibility for delivering guidance is viewed as a viable solution to guidance problems faced by rural schools.

Community support is extremely strong as evidenced by its involvement in the planning process. In addition, parents have expressed high enthusiasm as witnessed by the record-breaking attendance at the parent/advisor conferences. At the high school level 85 percent of the parents attended these conferences. The number at the middle school level was even higher.

With the major thrust of next year's plans on inservice and guidance material development, a further expansion of the guidance program will occur.

The ultimate concern will be the infusion of career guidance into the total school environment.

IMPLEMENTATION PLAN

Objective 1. To provide in-service training for staff.

Major Tasks	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
1. Give orientation to all staff members regarding the guidance program.		●											
2. Select time and place for in-service.	●												
3. Develop agenda and course outline.	●												
4. Identify consultants as needed.	●												
5. Pre-test staff.		●											
6. Conduct in-service.*		●	●	●	●	●	●	●	●				
7. Post-test staff.				●						●			
8. Evaluate staff skills during Advisor/Advisee sessions.					●	●	●	●	●	●			
*on a continual basis as needed													

Objective 2. To develop career guidance materials.

Major Tasks	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
1. Research and identify existing guidance materials.	●	●	●	●	●	●	●	●	●	●			
2. Send for additional materials to preview.	●	●	●	●	●	●	●	●	●	●			
3. Develop/adopt/adapt guidance materials.		●	●	●	●	●	●	●	●	●			
4. Evaluate materials according to established criteria.			●	●	●	●	●	●	●	●			
5. Print draft copy of materials.			●	●	●	●	●	●	●	●			
5a. Review materials with planning committee.			●	●	●	●	●	●	●	●			
6. Field test materials with Advisor/Advisee groups.			●	●	●	●	●	●	●	●			
7. Revise materials based on evaluation of field test.				●	●	●	●	●	●	●			
8. Print tested and evaluated materials.											●	●	●
9. Disseminate materials to staff.													●

Objective 3. To increase guidance application competency of students.

Major Tasks	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
1. Pre-test students.		●											
2. Teach units/activities.		●	●	●	●	●	●	●	●	●			
3. Post-test students.										●			
4. Analyze results of post-tests for unmet needs.	●												

APPENDIX A

Career Guidance Goals
and Student Assessment Results

CAREER GUIDANCE GOALS AND STUDENT ASSESSMENT RESULTS

The career guidance goals with their subgoals are listed below. During the week of October 10-14, 1977 an assessment instrument was given to a random sampling (25 percent) of the students in grades 6-12. Directly below each goal are the results of this student assessment. (a.—indicates knowledge level, b.—indicates comprehension level, and c.—indicates application level).

1. Assess the relationship of their interests, attitudes, values, abilities, and achievements to the development and realization of their career goals.
    a. 80 percent of the students can identify values and interests.
    b. 80 percent of the students can explain how values and interests influence career goals.
    c. 50 percent of the students can apply self-awareness knowledge to career goal setting.
2. Assess the basic characteristics, qualifications, and stages of preparation needed to obtain and perform in various occupational roles.
    a. 80 percent of the students in grades 6-12 can identify the performance requirements of various occupations.
    b. 75 percent of the students can explain how a person's qualifications relate to several occupations.
    c. 50 percent of the students can evaluate employment application information.
3. Appraise the variety, complexity, and availability of occupations in the world of work.
    a. 95 percent of the students can describe the number of occupational possibilities.
    b. 70 percent of the students can demonstrate skills in investigating specific occupations.
    c. 25 percent of the students can evaluate occupational information resources.
4. Assess their personal interests, aptitudes, and qualifications in selecting and assuming career roles.
    a. 70 percent of the students can identify school skills needed in different occupations.
    b. 80 percent of the students understand the use of standardized tests in self-assessment of aptitudes.
    c. 50 percent of the students can use their knowledge of abilities and interests in career planning.
5. Validate that career planning is an ongoing process which requires continual learning in a changing environment.

   a. 30 percent of the students can identify that career planning is life-long.

   b. 10 percent of the students can explain how career planning is life-long.

   c. 10 percent of the students can show how career planning is needed on an ongoing basis.

6. Consider various pathways available for achieving short and long term educational, occupational and social goals.

   a. 50 percent of the students can identify open entry and open exit patterns of school, work and leisure.

   b. 25 percent of the students can explain occupational ladders.

   c. 25 percent of the students can show how short and long-range goals relate to life roles.

7. Demonstrate mastery in coping and adjusting to various settings and situations to promote positive interpersonal relationships in their career roles.

   a. 40 percent of the students can describe positive interpersonal relationships.

   b. 30 percent of the students can distinguish between cooperative and competitive behaviors.

   c. 30 percent of the students can demonstrate the effective use of interpersonal communication.

8. Evaluate their career decisions as they relate to personal values.

   a. 80 percent of the students can identify values and interests.

   b. 40 percent of the students can explain how values help determine decisions.

   c. 20 percent of the students can evaluate career decisions based upon individual values.

9. Appraise the economic benefits and limitations associated with potential occupations.

   a. 30 percent of the students can describe the financial gains from various occupations.

   b. 20 percent of the students in grades 6-8 and 50 percent of the students in grades 9-12 can explain how supply and demand affects money rewards from various occupations.

   c. 45 percent of the students can demonstrate the ability to evaluate employment offers on the basis of financial rewards.

10. Evaluate the relationships of present and anticipated life roles to economic trends found in the community, state and nation.

    a. 30 percent of the students can identify information resources for labor market trends.

    b. 25 percent of the students in grades 6-8 and 35 percent of the students in grades 9-12 can explain some of the difficulties in predicting labor market trends.

    c. 25 percent of the students can forecast labor market trends.

APPENDIX B

Staff Development Questionnaire

STAFF DEVELOPMENT QUESTIONNAIRE

Name ______________________

To assist in the planning for in-service we need to know your areas of interests and needs. Please check four of the areas listed below and then rank them by choice.

What skills do you feel you need to develop in order to work effectively in a career guidance program? (Classroom teacher and/or advisor to guidance program)

☐ 1. Methods or techniques of group discussion and communication.

☐ 2. Methods or techniques for role playing.

☐ 3. Methods or techniques for small group activities.

☐ 4. Techniques in using commercial resource materials to promote interpersonal skills.

☐ 5. Techniques to design student learning activities which require the use of good interpersonal skills.

☐ 6. Techniques to discuss with students the implications as to where they have been, where they are and where they want to go.

☐ 7. Techniques to assist students in setting career priorities.

☐ 8. Techniques to assist students in setting individual goals.

☐ 9. Methods to help students plan for a career that correlates with their interests and ability.

☐ 10. Assistance in utilizing pre- and post-assessment techniques with students.

☐ 11. Techniques in the use of parent-student conferences.

☐ 12. Methods and/or techniques to interpret standardized tests for parents and students.

☐ 13. Methods and/or techniques to teach responsibility, respect and pride.

☐ 14. Other—(please specify), *i.e., Glasser, Madeline Hunter, etc.*

____

________ 1st choice

________ 2nd choice

________ 3rd choice

________ 4th choice

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APPENDIX C

Community Resource Survey

DATE: April 10, 1978

TO: CASHMERE COMMUNITY BUSINESSES

FROM: CASHMERE SCHOOL DISTRICT CAREER GUIDANCE COMMITTEE

RE: UP-DATING COMMUNITY RESOURCE FILE

As you may already know, the Cashmere School District is involved in a district-wide career guidance program. One part of this program is concerned with collecting information on what resources are available for teachers to use to help meet the career development needs of the students. We are sending you the enclosed survey in hopes that you will consider your business/firm as an appropriate part of our community resource file.

We recognize that many of you are already involved as resource people. There is a need to update our resource file, therefore we are asking you to complete the enclosed form.

What is career guidance? Career guidance is an integral part of our career education program. Career guidance activities help students at any grade level develop a better understanding of themselves and others. By sharing information about your business through human and site resources and materials you will help students gain an understanding of different types of work.

Please consider helping us by completing the enclosed form and returning it to the Career Education Office, Cashmere School District. If you have any questions relating to this form, please call 782-1950.

We sincerely thank you for all your past efforts and future assistance in compiling your resource file.

Sincerely,

Marie Kane, Middle School Guidance
Dick McLaren, High School Counselor
Bernie Griffith, Coordinator, Career Ed.

COMMUNITY RESOURCE SURVEY

Name of Firm: ______________________ Type of Agency: ____________________

Name and Title of Contact Person: ____

Address: ____

Telephone Number: ____

I. Human Resource (persons to visit the school and describe the products and jobs related to your firm or agency).

A. Name and Title of Resource Person ____________________________________

Description of Activity ____

____

B. Name and Title of Resource Person ____________________________________

Description of Activity ____

____

C. Name and Title of Resource Person ____________________________________

Description of Activity ____

____

II. Organizational Resources (Visitations and/or Field Trips)

A. Would your place of business be available for student visitations (field trips)?

Yes ☐ No ☐

B. Please check the appropriate lines below

1. 25-30 students ☐
2. A small committee of students ☐
3. One student (possible interview or special report) ☐

C. Please check appropriate grade levels you would be willing to accommodate.

K-3 ☐ 4-6 ☐ 7-12 ☐

D. Please specify the best days/time for visitations (including Saturdays and evenings)

1. ______________________________
2. ______________________________

Additional Comments ______________________________

____

____

III. Material Resource (textual materials, kits, audiovisual materials)

A. Title of Resource ______________________________

B. Description ______________________________

____

C. Check appropriate grade levels: K-6 ☐ 7-12 ☐ All ☐

D. Equipment or Space Required ______________________________

____

E. When Available ______________________________

DATE: April 10, 1978

TO: MEMBERS OF THE CASHMERE COMMUNITY

FROM: CASHMERE SCHOOL DISTRICT CAREER GUIDANCE COMMITTEE

RE: UP-DATING COMMUNITY RESOURCE FILE

As you may already know, the Cashmere School District is involved in a district-wide career guidance program. One part of this program is concerned with collecting information on what resources are available for teachers to use to help meet the career development needs of the students. We are sending the enclosed survey in hopes that you will consider being a resource person.

We recognize that many of you have been involved as resource people. There is a need to up-date our resource file, therefore we are asking you to complete the enclosed form. (We have enclosed two forms for those of you with two different leisure interests/occupations in your family.)

What is career guidance? Career guidance is an integral part of our career education program and career guidance activities help students at any grade level develop a better understanding of themselves and others. By sharing information about your work or leisure interest you will help students gain an understanding of different types of work and leisure activities.

Please consider helping us by completing the enclosed form and returning it to school with your child by the end of the week or mail them to the Career Education Office, Cashmere School District. If you have any questions relating to this form please call 782-1950.

We sincerely thank you for all your past efforts and future assistance in compiling our resource file.

Sincerely,

Marie Kane, Middle School Guidance
Dick McLaren, High School Counselor
Bernie Griffith, Career Ed. Coordinator

COMMUNITY RESOURCE SURVEY

Name ______________________________

Address ______________________________

____

Phone ______________________________
Home *Business*

A. RECREATIONAL OR LEISURE INTERESTS

1. Briefly describe recreational or leisure interest ______________________________

____

____

2. Would you be willing to serve as a resource person concerning the above?

Yes ☐ No ☐

Participate in classroom activities ☐
Setting up field trip ☐

3. Would you need any special equipment or facilities? Yes ☐ No ☐

Specify ______________________________

4. Please check the grade levels you feel you could best serve as a resource person.

K-6 ☐ 7-12 ☐ All ☐

B. OCCUPATIONAL SKILLS

1. Your occupation or job title ______________________________

2. Briefly describe the duties you perform on your job ______________________________

____

____

3. How would you best serve as a resource person concerning the above?

Participate in classroom activities ☐
Setting up field trip ☐
Do not wish to serve ☐

4. Would you need any special equipment or facilities to present your job?

Yes ☐ No ☐

Specify ____

5. Please check the grade levels you feel you could best serve as a resource person.

K-6 ☐ 7-12 ☐ All ☐

6. What is the most convenient day (including Saturday) and time you could serve as a resource person?

Day ________________________ Time ____________________

7. Additional Comments __________________________________

____

____

____

CHAPTER XI

BRILLION, WISCONSIN

DESCRIPTION OF SITE

The community of Brillion is located in Calumet County on the east side of Lake Winnebago in northeastern Wisconsin. The town's 2,588 residents live in a three square mile area. Brillion is located 22 miles from Appleton, Wisconsin (pop. 56,673) and 30 miles from Green Bay, the nearest city of 80,000 or more residents. The area surrounding Brillion is largely agricultural with dairy farms scattered throughout the countryside.

Situated within the city limits of Brillion are two major manufacturing industries and other smaller industries and businesses. Brillion Iron Works, which produces grey and ductile iron castings and farm equipment, employs 900 area people. Ariens Company manufactures garden tillers, riding lawn mowers, and garden tractors and employs 700 individuals. Smaller industries in town include Larsen Canning Company and Saunders Leasing System.

The retail business district of Brillion provides goods and services that meet the needs of a rural, agricultural community. The central business district is in the process of re-development with modern stores and parking facilities systematically replacing the older buildings.

Brillion public school district has a student enrollment of 1,005 and serves 516 families. The district is a consolidation of Brillion City Schools and Forest Junction Village Schools and covers 50 square miles. Portions of seven townships also lie within the school district's boundaries.

The district operates three buildings. The main building in Brillion houses grades K-4 and 7-12. The building in Forest Junction (five miles west of Brillion) contains grades 5-6. The school district also operates an area vocational school.

Based upon recent follow-up studies, Brillion's high school graduates have followed various pathways. Fifty-five percent have entered the job market, 25 percent have enrolled in one and two year vocational and technical programs, and 20 percent have attended four-year colleges. Of those who continued their education, between 80 and 85 percent graduate.

Three counselors are employed by the district on the following basis: (1) one full-time counselor who also serves as K-12 guidance director, (2) one 25 percent time mobile guidance van counselor, and (3) one full-time school psychologist serving also as the elementary school counselor. During the 1976-77 school year a Wisconsin Job Service Counselor was available in the school on a one-fifth time basis to assist with job placement. Due to a staff transfer there was no Wisconsin Job Service Counselor available in the school from June 1977 to April 1978.

Previous Career Development Activities

Brillion has been involved in a variety of activities designed to positively influence students' career development. Although beneficial, these efforts have lacked systematic planning to assure a comprehensive K-12 career guidance program.

Among activities that had been implemented in the Brillion Public Schools prior to participation in the national field test were: (1) a career guidance class, (2) a mobile guidance van, and (3) a career placement delivery system. The career guidance class—Freshman Orientation—is taught by the counseling staff and covers such topics as awareness of the world of work, self-awareness, sources of occupational information, decision-making, and vocational and educational planning. Opportunities for students to explore careers are also provided through the mobile guidance van. Efforts to structure a 10-12th grade guidance program were also underway. This program was entitled the Career Placement Delivery System. Very little, however, was occuring at the elementary school level.

PLANNING PHASE

Program Coordination

The Superintendent of Brillion Public Schools was highly enthusiastic when Brillion was nominated as one of the national field test sites that would be involved in the development of a comprehensive career guidance program using the *Rural America Series* materials. He firmly believed that a comprehensive program in Brillion would impact upon the career development needs of students in the K-12 system.

The Superintendent requested that the high school counselor assume leadership responsibility for program coordination. Both of these individuals attended the initial orientation session in Columbus, Ohio. Also in attendance was the representative from the cooperating postsecondary institution—Fox Valley Technical Institute in Appleton, Wisconsin. Initial ideas and preliminary plans were generated by the three-member Wisconsin team during the three-day workshop.

Program coordination responsibilities were directed by the guidance counselor throughout the entire field test period. In Brillion, the guidance counselor was the most appropriate coordinator since he did oversee the entire K-12 guidance program. The continuity of leadership proved positive in many ways; however, planning progress was somewhat slow because of the counselor's regular duties and the functions related to his role as the district's guidance director.

At the early stages of program planning, efforts were directed at the secondary level. As the field test progressed, a decision was made to expand the program K-12 based upon the expressed interest of elementary school personnel, and other members of the planning committee who saw the need for an expansion of guidance activities.

The postsecondary representative acted as an "on call" resource person to Brillion. Fox Valley and Brillion have an extremely good working relationship. Students from Brillion visit Fox Valley at appropriate times in their career planning and Fox Valley loans audiovisual occupational tapes to Brillion and other surrounding schools. Also, teachers from Fox Valley and its feeder schools meet on a regular basis to plan program coordination so incoming students have the appropriate background knowledge. Therefore, when it was decided that the emphasis of the field test would be on grades K-8, the Fox Valley representative made himself available on a need basis instead of being an active member of the planning committee.

Planning Committee Formation

In early April, the district Superintendent and guidance counselor discussed Brillion's involvement in the national field test at the district's guidance meeting. At this point in time, six individuals had agreed to serve on the Guidance Planning Committee: two high school teachers, three industry representatives, and a labor representative. Those persons in attendance suggested that the committee be expanded to include a recent graduate, a parent, a board member, a small businessperson, and a staff member from special education.

After further discussion, it was determined that the most appropriate persons to serve on the Planning Committee would be those school individuals who served on a previous guidance committee—high school teachers and counselor—plus the elementary counselor, the elementary principal, labor and industry representatives, a parent, and the postsecondary school representative.

On paper, this group appeared rather large. However, the number of members in attendance at any one meeting ranged from seven to ten. With this size group, interaction was enhanced.

The committee did not receive an in-depth orientation to the national field test. This was a deliberate decision made by the program coordinator because he did not want the committee to think that it was working just to meet field test obligations. The rationale was that the committee should develop program plans based on the needs of the local community.

The Planning Committee met seven times during the field test period. For the most part, the committee functioned in an advisory capacity. Plans for program implementation phase include a redirection of the committee's role. It is expected, therefore, that the committee will become a more fully-involved working group.

Needs Assessment

For years Brillion has attempted to meet the career development needs of its students. Approximately 10 years ago, the guidance counselor surveyed the students and learned that there was a need for a vocational component in the regular school curriculum. An area vocational school was built as a result.

When Brillion began the field test, the planning committee discussed how to gain needs assessment data for use in program planning. A variety of approaches were discussed. The *Career Development Needs Assessment* handbook was reviewed at the initial planning committee meeting. It was determined that the goals listed in the handbook and the goals of the Career Placement Delivery System were very similar. Therefore, assessment data from that program were used for program planning. During the 1975-76 school year, the 10th grade students had been given the *Career Maturity Inventory*. Results of the survey indicated that Brillion students were two points below the national norm on attitudes. In the other areas of the test—Self-Appraisal, Occupational Information, Goal Selection, Planning, and Problem Solving—the students averaged at or above the national norm. Follow-up surveys were also sent to 1970, 1972, and 1976 graduates. These students indicated that their strongest needs were:

1. Job hunting skills

2. Job placement assistance

3. Understanding their abilities and interests

4. Using money wisely

5. Becoming aware of career possibilities

6. Conducting own business affairs

The data obtained from the above assessments served as the framework for the K-12 program. It was felt that if the high school students had unmet needs in certain areas it might be due in part to the fact that the appropriate career development experiences were not offered them in the elementary grades. Thus, the goals for the K-8 program were written based upon a perceived need for those grade levels.

Developing Objectives

The performance objectives were not completed at the finish of the national field test. During a summer workshop, the planning committee and other interested teachers developed a K-8 plan based upon the identified needs. One day of the workshop was spent writing goals that expanded upon the identified needs. The goals, which relate to self awareness, interpersonal relations, awareness of the world of work, and development of life skills, are listed below.

I. *Self Awareness*—The student should be able to:

  A. Know and respect himself/herself.
  B. Recognize his/her strengths and limitations.
  C. Develop his/her interests and potentials.
  D. Gain insight into his/her own values.
  E. Understand the importance of good physical, mental and emotional health.

II. *Interpersonal Relations*—The student should be able to:

  A. Know and respect himself/herself in relationships with others.
  B. Place a higher value on people than on material things.
  C. Recognize that individuals differ in their interests, abilities, attitudes, and values.
  D. Develop satisfactory and responsible friendships.
  E. Manage conflicts with others.

III. *Awareness of the World of Work*—The student should be able to:

  A. Explore a wide variety of occupations.
  B. Appreciate that occupations exist for many purposes.
  C. Recognize that work has personal meaning.
  D. Understand that individuals must be flexible as occupations change in society.
  E. Know that education and work are interrelated.

IV. *Development of Life Skills*—The student should be able to:

  A. Develop responsibility to complete tasks (work) assigned at home and at school.
  B. Develop competence in the basic academic and prevocational skills to the individual's full potential.
  C. Make constructive use of leisure time.

D. Use communication skills effectively.
E. Set short and long term goals and make choices.

Specific behavioral objectives will be developed by teachers at the time they incorporate activities designed to help students attain goals within the curriculum. It was too difficult for the planning committee to develop objectives without knowing which resources and specific activities teachers would use.

Resource Assessment

At the initial guidance department meeting, the parents' organization expressed interest in conducting a community resource assessment. A special meeting was called to discuss the coordination of efforts to accomplish the assessment by members of the parent organization and representatives of the Guidance Department and Placement Project staff. The *Resource Assessment* handbook was used as an aid in the development of a resource assessment questionnaire. The cover letter and questionnaire used in conducting the survey are presented in Appendix A. The survey form was typed by students in the Secretarial Capstone Course.

Two major approaches were used in distributing the forms to members of the Brillion community. Under the leadership of the elementary school principal, teacher aides who were involved in taking a school census were to distribute the forms to adult members of households. These forms were to be picked up by students in the Secretarial class. Also, students in the school who did not live within Brillion town limits were asked to take the survey home for their parents to complete and return. Because of last minute changes in the procedure for conducting the census, the survey forms were not distributed in the described manner. Instead, students took the forms home for completion. Returns were somewhat low, and no follow-up action was taken. The returned forms were utilized by the committee which developed the K-8 comprehensive guidance plan and appropriate resources were incorporated into the K-8 plan. However, these resources had not yet been utilized in the 9-12 guidance plan nor catalogued for use within the elementary and high school instructional media centers.

Also, in 1976 the Career Placement Project developed *A Guide of Selected Employers in Calumet County* which lists area businesses and industries that conduct tours of their plants and provide resource speakers. Because the survey was current, no contact was made with organizations during the planning year.

In the future the resource assessment process will be expanded and the results will be catalogued for easy access.

Putting It Together

Brillion focused its efforts during the field test on grades K-8. Therefore, the plan which they developed is geared towards that level. The plan was drafted during a five-day summer workshop by seven members of the planning committee. The first day they decided upon the goals which the plan would address, and the remainder of the time was spent in small groups developing the plan for specific grade levels. Suggested resources and activities that relate to the goals were listed for grades K-3, 4-6, and 7-8.

The plan was distributed to planning committee members and staff in the spring of 1978. When teachers use the plan in the 1978-79 school year, it will be revised based upon their input. Thus, the plan will become an ongoing, vital part of the K-8 curriculum.

The plan is somewhat lengthy; therefore, it will not be presented in its entirety. Sample sections from each grade level follow.

K-3

I. A. Know and respect himself/herself activities

1. *Ginny and Jerry*—Puppet Act. IA, p. 32, Unit I, Cycle A, Duso Kit I
2. *"Me" Button or Badge*—p. 32, Unit I, Cycle A, Duso Kit I.
3. *Picture Book* (A Book About ME), p. 32, Unit I, Cycle A, Duso Kit I.
4. *Identification Game* (group)—p. 33, Unit I, Cycle A, Duso Kit I.
5. *I'm Glad I'm Me* (game)—p. 33, Unit I, Cycle A, Duso Kit I.
6. Refer to: Focus on Self-Development Stage Two: Responding. *Self-Concept,* Unit A, pp. 26-30.
7. Refer to: Focus on Self-Development Kit Stage One: Awareness. *Introduction* filmstrip, "Sometimes I Wonder" guide p. 14-17. Also see p. 20-22 "Other Suggested Activities": record, art work, role playing, self-portrait, games, open-end sentences, photoboards, etc.

I. B. Recognize his/her strengths and limitations

1. *The Boy Who Was Perfect*—Role Playing 1B, p. 35, Unit I, Cycle B, Duso Kit I
2. *Boat Trip*—Role Playing 1C, p. 39, Unit I, Cycle C, Duso Kit I
3. *Nobody's Perfect*—Puppet Act IC, p. 39, Unit I, Cycle C, Duso Kit I
4. *Tony's Funny Picture*—Problem Situation, p. 42, Unit I, Cycle D, Duso Kit I
5. *People Make Mistakes*—Puppet Act, p. 43, Unit I, Cycle D, Duso Kit I
6. *The Big Race*—Story VI-B, pp. 121, Unit VI, Cycle B, Duso Kit I
7. Refer to: World of Work Program Grades K-6. Ohio's Career Continuum Program 1972. *Self-Awareness. Self-Acceptance, Self-Affirmation (Aptitudes)*, grades K-2, pp. 58-63; grades 3-4, pp. 142-149.
8. Refer to: Focus on Self-Development Stage Two: Responding. *Abilities and Limitations,* Unit C, pp. 36-46.

II. A. Know and respect himself/herself in relationships with others.

1. *Who Is It?*—game, p. 33, Unit I, Cycle A, Duso Kit I
2. *Policeman and Lost Child*—game, p. 36, Unit I, Cycle A, Duso Kit I
3. *Act Like Yourself*—Problem Situation, group, p. 38, Unit I, Cycle A, Duso Kit I

4. Refer to: Focus on Self-Development Stage Two: Responding. *Honesty,* Unit K, pp. 108-113.

5. Focus on Self-Development Kit Stage One: Awareness, Unit J, *Interaction of Family Members* pp. 81-86. Record Story "Palmer, the Pushy Pigeon." Guest speaker, role play, artwork, photoboards, open-end sentences.

6. Focus on Self-Development Stage One: Awareness Unit K. *Qualities of Older Children*. pp. 87-96, Story record, "When You're Older, Susie," role play, interviews, photoboards, "What if . . .;" game

7. Refer to: Focus on Self-Development Stage One: Awareness Unit N, *The Needs and Interests of Other People and Sharing,* g. pp. 105-110: Record, role play, puppets, what *not* to share, photoboards, situations.

II. B. Place a higher value on people than on material things

1. *The Box From Rainbow Lake.* Story, p. 155, Unit VIII, Cycle B, Duso Kit I

2. *What Happened;* Problem Situation, p. 155, Unit VIII, Cycle B, Duso Kit I

3. *Discuss with Class,* Discussion, p. 156, Unit VIII, Cycle B, Duso Kit I

II. C. Recognize individuals differ in their interests, abilities, attitudes and values

1. *The Tree House*—Role playing—1A, p. 31-32, Unit I, Cycle A, Duso Kit I

2. *Make a List*—Group participation—1A, p. 32-33, Unit I, Cycle A, Duso Kit I

III. A. Explore a wide variety of occupations

1. Refer to: "The World of Work in the Elementary School" Statesboro, Georgia (available through J. Herring). Guide is divided by chapters, covering the following topics:

   a. I see a service station attendant at work

   b. I like my dentist

   c. I live in a house

   d. I want to be a farmer

   e. I visit the supermarket

   f. I work in a restaurant

   g. We work in a supermarket

   h. We work on the farm and in a marketplace

i. Other countries have workers

j. We manufacture products

k. The jobs at the Post Office

l. Workers that help us play

m. Time to work

n. The world of a variety store

o. We work on a construction site

p. The world of printing

q. The world of television and radio

2. Develop a series of tapes on occupations:

   My Father is a . . . . My Mother is a . . . .
   Send recorder home and have parents describe their occupations.

3. Listen to workers of various occupations who are willing to explain what they do.

4. Observe workers in their surroundings.

IV. A. Develop responsibility to complete tasks (work) assigned at home and at school

1. *The Class Gets Ready*—problem situation III A, p. 70, Unit III, Cycle A, Duso Kit I

2. *Little Red Hen*—role playing, p. 71, Unit III, Cycle A, Duso Kit I

3. *The Snow House*—story—p. 79, Unit III, Cycle D, Duso Kit I

4. *The Circus*—problem situation—p. 79-80, Unit III, Cycle D, Duso Kit I

5. *Produce a TV Program*—project, p. 80-81, Unit III, Cycle D, Duso Kit I

6. *Bobby and the Cartoons*—problem situation—IV-A, p. 86, Unit IV, Cycle A, Duso Kit I

7. *Big Trouble*—role playing—p. 87, Unit IV, Cycle A, Duso Kit A

8. *Plepo's Basket*—Story IV-B, pp. 89, Unit IV, Cycle B, Duso Kit I

9. *Make Busy Beaver Hats*—art activity, pp. 91, Unit IV, Cycle B, Duso Kit I

10. *Make A List*—group activity, pp. 93-94, Unit IV, Cycle C, Duso Kit I

11. *The Loafers*—story V-C, pp. 108, Unit V, Cycle C, Duso Kit I

12. *What Would Happen*—picture drawing, p. 145, Unit VII, Cycle D, Duso Kit I

13. *Find the Picture,* pp. 145, Unit VII, Cycle D, Duso Kit I

14. Refer to: Focus on Self Development Stage Two: Responding. *Responsibility.* Unit F, pp. 63-71.

IV. B. Develop competence in the basic academic and pre-vocational skills to the individual's full potential

1. Refer to: Focus on Self-Development Kit Stage One: Awareness. *"World of Work,"* p. 26-27.

4-6

Self-Awareness

I. A. The student should be able to know and respect himself/herself

Activities:

1. Choosing Behavior—TAD, Unit 21

2. Individual Differences—TAD, Units 17, 19

I. B. The student should be able to recognize his/her strengths and limitations

Activities:

1. Individual Differences, TAD, Units 17, 19

I. C. The student should be able to develop his/her interests and potentials.

Activities:

1. Brainstorming, Discussing and Evaluating Ideas, TAD, Unit 3

2. Developing Awareness Through Sensory Experience—TAD, Unit 4

3. Encouraging Openness and Creativity—TAD, Unit V

4. Careers Open to Me—TAD, Units 18 and 20

I. D. The student should be able to gain insight into his/her own values

Activities:

1. Individual Differences—TAD, Units 17 and 19

I. E. The student should be able to understand the importance of good physical, mental and emotional health.

Activities:

1. Recognizing, Labeling and Understanding Feeling—TAD, Unit 6
2. Verbalizing Feelings—TAD, Unit 10

Interpersonal Relations

II. A. Know and respect himself/herself in relationships with others.

Activities:

1. Developing Group Participation Skills—TAD, Unit 1
2. Your Feelings and Mine—Role Playing—TAD, Unit 11
3. Cooperating and Sharing—TAD, Unit 12
4. The Individual and the Group—TAD, Unit 13
5. Leading, Following and Instructing Others—TAD, Unit 14

II. B. Place a higher value on people rather than on material things.

Activities:

1. The Individual and the Group—TAD, Unit II

II. C. Recognize individuals differ in their interests, abilities, attitudes and values.

Activities:

1. Australia—slide presentation—available anytime
2. Individual Differences—TAD, Units 17 and 19

II. D. Develop satisfactory and responsible friendships

Activities:

1. Actions and Feelings that Strengthen Social Collaboration—TAD, Unit 16
2. Choosing Behavior—TAD, Unit 21

II. E. Manage conflicts with others

Activities:

1. Your Feelings and Mine—Role Playing—TAD, Unit 11
2. Actions and Feelings that Weaken Social Collaboration—TAD, Unit 15
3. Choosing Behavior—TAD, Unit 21

Awareness of the World of Work

4-6

III. A. The student should be able to explore the wide variety of occupations.

Resource reading (elementary library)
Careers in a Department Store 658.8
Careers in Publishing and Printing 686.2

Work as Jobs or Occupations

5-6

Ohio's Career Continuum Program (World of Work K-5) pp. 190-193

Varieties of Work

5-6

Ohio's Career Continuum Program (World of Work K-5) pp. 194-199

Work Families in Environment

5-6

Ohio's Career Continuum Program (World of Work K-5) pp. 200-202

Development of Life Skills

IV. A. Develop responsibility to complete tasks (work) assigned at home and at school.

Activities:

IV. B. Develop competence in the basic academic and prevocational skills to the individual's full potential.

Activities:

Self-Awareness, Self-Acceptance, Self-Affirmation (Interest, Abilities), Grades 5-6, pp. 232-243, Ohio's Career Continuum Program (World of Work K-6).

IV. C. Make constructive use of leisure time.

Use resource people in the community.

7-8

Self Awareness

I. A. Know and respect himself/herself

1. Reasons for Differences in Self Image—DIKMOS p. 14-19
2. Develop a good self-image—DIKMOS p. 29-32
3. From another's perspective—DIKMOS p. 32-36
4. Getting to know the me others see—DIKMOS p. 48-55
5. Self-control and self-value—CYFT p. 53-58
6. Being individual—CYFT p. 60

Counseling
Groups
Gr. 7 & 8

7. Self identity—Filmstrips, Judging Personality, Personality and Maturity
8. Personality—The Others You Know (Filmstrips)—Home Ec. Careers Gr. 8

I. B. Recognize his/her strengths and limitations

1. Home Ec Careers, Gr. 8
2. Industrial Careers, Gr. 8
3. All subjects, Gr. 7-8

I. C. Develop his/her interests and potentials

1. Our needs always affect our response—DIKMOS p. 36-40
2. Industrial Careers, Gr. 8
3. All subjects, Gr. 7-8
4. Administer Kuder Interest Survey—Home Ec. Careers, Gr. 8
5. SRA Career Exploration Filmstrip Series—Home Ec. Careers, Gr. 8

   Interest Areas: Outdoor, Mechanical, Computational, Scientific, Persuasive, Artistic and Musical, Literary, Social Service, Clerical

6. What Do You Like to DO? (filmstrip)—H.E. Careers, Gr. 8

I. D. Gain insight into his/her own values

1. Value Changes that are causing crises—CYFT p. 29-39, Counseling Groups Gr. 7 8

2. Personality and attitude—H.E. Careers, Gr. 8

3. Developing Values (filmstrip)—H.E. Careers Gr. 8

I. E. Understand the importance of good physical, mental and emotional health

1. People are changing creatures—DIKMOS p. 44
2. Not communicating is an impossibility—DIKMOS, p. 45-46

Counseling Groups Gr. 7-8

3. Expression of feelings constructively—Home Ec Careers, Gr. 8
4. Grooming—H.E. Careers, Gr. 8
5. Personality and attitude—H.E. Careers, Gr. 8
6. Presentation on caring for mentally handicapped and psychiatric patients in a hospital setting—Gr. K-8

Interpersonal Relations

II. A. Know and respect himself/herself in relationships with others

1. See It Like It Is or Can You?—DIKMOS p. 21-28
2. Liking oneself and being with others—TLABL p. 5
3. Interactions differ—DIKMOS p. 46-48

Counseling Groups Grades 7-8

4. Getting along with others—Home Ec. Careers, Gr. 8
5. Inter-Personal-Relationships (Filmstrip)—H.E. Careers, Gr. 8

II. B. Place a higher value on people rather than on material things

1. Getting along with others—H.E. Careers, Gr. 8
2. Counseling Groups, Gr. 7-8

II. C. Recognize that individuals differ in their interest, abilities, attitudes and values

1. The differences—TLABL p. 1
2. What causes these differences—TLABL p. 2

Counseling Groups Grades 7-8

3. Home Ec. Careers, Gr. 8
4. Industrial Careers, Gr. 8
5. Comparing Cultures and Life Styles of People in Other Countries—World Geography, Gr. 7; World History, Gr. 8

II. D. Develop satisfactory and responsible friendships.

1. Friendships—TLABL, p. 28-34
2. Cliques—TLABL, p. 35
3. The Three A's—TLABL, p. 36-37

Counseling Groups Grades 7-8

4. Getting along with others—H.E. Careers, Gr. 8

II. E. Manage conflicts with others

1. Difficulties in getting along—TLABL, p. 6-14
2. Desirable Behavior—TLABL, p. 15-20
3. Understanding the behavior of others—TLABL, p. 21-22
4. The why of some withdrawals—TLABL, p. 23-27
5. Self-control—CYFT—p. 53-55

Counseling Groups Grades 7-8

6. Expression of feelings constructively—H.E. Careers, Gr. 8
7. Industrial Careers, Gr. 8

Awareness of the World of Work

III. A. Explore the wide variety of occupations

1. Home Economics Career Class (Gr. 8) Discussion, speakers, field trips, day care, education, social work, hotel management, hospitality services, fashion design and merchandising, food service, interior design
2. Westinghouse Careers Clusters: Health, Consumer and Homemaking; Hospitality and Recreation (filmstrips)—Home Ec. Careers, Gr. 8
3. Industrial careers, gr. 8—Manufacturing, drafting, technicians, engineering, building and construction, mechanical maintenance
4. Science related careers—Science 7-8
5. Engineering, Manufacturing, Ariens Co., Gr. 7-9
6. Insurance Sales and Service—Life, Health, Pension—Gr. 7-9.
7. Pattern Maker, Brillion Iron Works, Gr. 7-9
8. Nurse Clinician, Gr. 7-9
9. Teaching Kindergarten, Gr. K-9

III. B. Appreciate that occupations exist for many purposes

1. Home Ec. Careers (Gr. 8)
2. Industrial Careers (Gr. 8)
3. What Is Job? (filmstrip) H.E. Careers, Gr. 8

III. C. Recognize that work has personal meaning

What Jobs Mean—

1. Home Ec. Careers (Gr. 8)
2. Industrial Careers (Gr. 8)

III. D. Understand that individuals must be flexible as occupations change

1. Life is difference—From Horses to Rockets CYFT, p. 1-8
2. The explosions—CYFT, p. 8-23
3. The shift in the nature of jobs—CYFT, p. 18
4. Duration of Experience—Rapidity of Change—CYFT, p. 23-7

Counseling
Groups
Grades 7-8

5. Home Ec. Careers (Gr. 8)
6. Ind. Careers (Gr. 8)

III. E. Know that education and work are interrelated

1. Home Ec. Careers (Gr. 8)
2. Ind. Careers (Gr. 8)
3. Science, Gr. 7-8
4. What Good Is School? (Filmstrip) H.E. Careers, Gr. 8

Development of Life Skills

IV. A. Develop responsibility to complete tasks (work) assigned at home and at school

1. All subjects, Gr. 7-8
2. Industrial Careers, Gr. 8
3. Home Ec. Career, Gr. 8

IV. B. Develop competence in the basic academic and pre-vocational skills to the individual's full potential

1. Home Ec. Careers, Gr. 8
2. Industrial Careers, Gr. 8
3. All subjects, Gr. 7-8

IV. C. Make constructive use of leisure time

1. Leisure Activities—H.E. Careers, Gr. 8
2. Hobbies and Interests—Ind. Careers, Gr. 8
3. Classroom presentation or field trip on bookkeeping, Gr. K-8
4. Hobby of Raising Bees, Gr. K-8

IV. D. Use communication skills effectively

1. Silence Speaks—YACS, p. 1-4
2. Ways We Communicate—YACS, p. 4-18
3. The process of communication—YACS, p. 19-27
4. Double Message—YACS, p. 28-29
5. Out of awareness aspects of communication—YACS, p. 30-32

Counseling
Groups
Grades 7-8

APPENDIX A

COMMUNITY RESOURCE SURVEY

April 19, 1977

Dear Parents:

Brillion Public School is engaged in planning a comprehensive guidance program for all students—kindergarten through senior high school. We hope to gain greater participation from parents and the community in both the planning and implementing of our K-12 guidance program.

One part of planning the guidance program is to find out what resources are available for our teachers to help our students in their personal, social and career development. We are sending you the enclosed questionnaire with the hope that you will consider being a resource person for our teachers and students.

Guidance activities at each grade level are being planned to help students develop a better understanding of themselves and others. The students will gain a greater awareness of the kinds of work people do and the ways that people spend their leisure time. By sharing your experiences and interests in your job or your hobby you will help students to know some of the career choices and leisure time activities that are available to them in their own life decisions.

Please fill out this questionnaire and return it to the guidance department at the Brillion High School.

Thank you,

A Dean Wallace

A. Dean Wallace
Guidance Director

Parents Organization Steering Committee

PARENT SURVEY

Name ______________________ Phone ______________________

Home Business

Address ______________________

____

1. Briefly describe a recreational or leisure skill/hobby. ______________________

____

2. How would you best serve as a resource person concerning the above?

	Husband	Wife
Participate in classroom activities	☐	☐
Setting up field trip	☐	☐
Do not wish to serve	☐	☐

3. Would you need any special equipment or facilities to present your skills?

Husband: ☐Yes ☐No Wife: ☐Yes ☐No

4. Please check the grade levels you feel you could best serve as a resource person.

Husband:	K-3 ☐	4-6 ☐	7-9 ☐	10-12 ☐	13-14 ☐	All ☐
Wife:	K-3 ☐	4-6 ☐	7-9 ☐	10-12 ☐	13-14 ☐	All ☐

5. Occupation or job title: Husband: ______________________

Wife: ______________________

6. Briefly describe the duties you perform on your job.

Husband: ______________________

Wife: ______________________

7. How could you best serve as a resource person concerning the above?

	Husband	Wife
Participate in classroom activities	☐	☐
Setting up field trip	☐	☐
Do not wish to serve	☐	☐

8. Would you need any special equipment or facilities to present your job?

Husband: ☐Yes ☐No Wife: ☐Yes ☐No

Specify: Husband: ________________________________

Wife: ________________________________

9. Please check the grade level you feel you could best serve as a resource person.

Husband: K-3 ☐ 4-6 ☐ 7-9 ☐ 10-12 ☐ 13-14 ☐ All ☐

Wife: K-3 ☐ 4-6 ☐ 7-9 ☐ 10-12 ☐ 13-14 ☐ All ☐

10. What is the most convenient day (including Saturday) and time you could serve as a resource person?

Husband: Day ____________________ Time ____________

Wife: Day ____________________ Time ____________

11. Do you know of others who should get this form?

Name ________________________________

12. Is there any topic area you feel would be of interest to students?

____

Do you have any information as to how this could be presented to the student?

____

13. Additional Comments: ________________________________

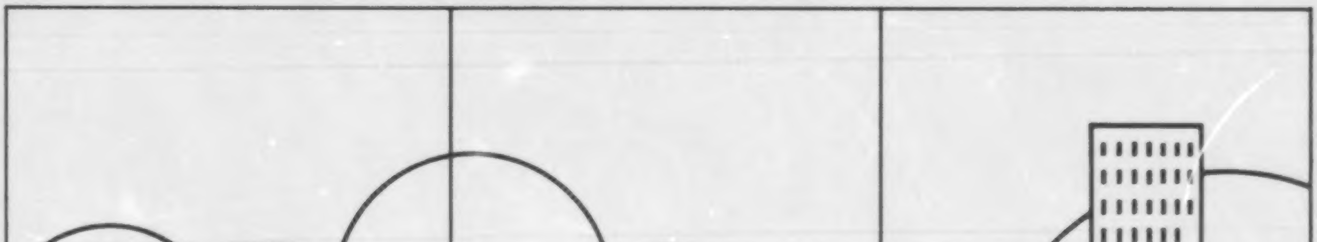
____

Information will go into a file at school to be used by the classroom teachers.

Please return to school as soon as possible.

APPENDIX A

COORDINATOR INTERVIEW FORM



COORDINATOR INTERVIEW

Coordinator ______________________

Site ______________________

Interviewer ______________________

Date ______________________

A. Coordinator Selection, Orientation and Regular Role Function

1. Did you volunteer to serve as the program coordinator or were you assigned the responsibility?

2. Did you feel any reluctance to assume the coordinator's role? If yes, explain.

3. How could the selection process have been improved?

4. If a change in coordinators occurred what effect did it have on program planning?

5. Did you receive initial training and orientation to the project? If yes, how successful was it and how could it have been improved?

6. How beneficial were the communications between you and the National Center for Research in Vocational Education and in what ways could they have been improved?

7. What other responsibilities do you have in your school? (Probe for full or parttime roles)

8. What local staff and funds were allocated to the project?

B. Planning Committee

1. What were the criteria used for selection of the committee?

2. Who are the people on the committee—number and group represented?

3. Was there reluctance on the part of any individuals contacted to participate and if so, how was it overcome?

4. How could the committee selection have been improved?

5. How was the committee oriented to the program? (Briefly describe orientation, materials used, length of time, etc.)

6. How could this orientation have been improved?

7. How many times has the committee met?

8. What were the initial activities in which the committee was engaged?

9. What other activities has the committee participated in?

C. **Inter-Agency Cooperation**

1. What has been the extent of inter-agency cooperation in planning?

2. What were the roles and responsibilities of each participating group?

3. How could cooperation have been improved?

D. **Needs Assessment**

1. Very briefly describe your needs assessment process.

2. Who was involved in the needs assessment process? (number and role)

3. How helpful was the *Career Development Needs Assessment Handbook?*

4. How could the handbook have been improved?

5. What obstacles were encountered in assessing needs?

6. How could the needs assessment have been made easier or more effective?

E. Developing Objectives

1. How were the final objectives for the project developed? (Who was involved in this process?)

2. How useful has the *Behavioral Objectives* handbook been in developing objectives?

3. What obstacles did you encounter in developing objectives?

4. How could the process of developing objectives for a career guidance program be made easier or more effective?

F. Assessing Resources

1. Briefly describe your resource assessment process.

2. Who was involved in assessing resources?

3. What system have you developed to catalog resources?

4. How helpful has the *Resource Assessment* handbook been?

5. What obstacles were encountered in assessing resources?

6. How could the resource assessment process have been made easier or more effective?

G. Writing Program Plans

1. Who was involved in writing the program plan?

2. How has the program and the plan been publicized?

3. How helpful have the *Planning and Implementation* and *Deciding Via Evaluation* handbooks been?

4. What obstacles have been encountered in the development of the plan?

5. Are there ways of streamlining or improving the planning process?

H. Implementing the Program

1. Briefly describe any program activities you have already implemented or will be implementing shortly.

2. How successful (in your judgment) have they been?

3. What are your future plans for continuation of the program?

I. Further Considerations and Recommendations

1. Overall, please describe your perceptions of the time necessary to coordinate this project.

2. What other suggestions do you have for others interested in planning and implementing a rural career guidance/counseling program?

3. What other thoughts or concerns do you have about the project to date?

4. Describe what you liked least about the program and what you liked most.

   Liked Most

   Liked Least

APPENDIX B

SITE BIMONTHLY REPORTING FORM

COOPERATIVE RURAL GUIDANCE SYSTEM

SITE BIMONTHLY REPORTING FORM

Inclusive Dates ______________________ **Submission Date** ______________________

Cooperating Agency ______________________ **Chairperson** ______________________

I. PROJECT ACTIVITIES Provide a description of the activities you conducted, during the past reporting period, the decisions made, tasks accomplished, materials developed, names of persons involved, etc.

II. CRITICAL INCIDENT Describe any problems or unexpected events you have encountered. List ways in which you have attempted to deal with problems or events.

III. PLANNED ACTIVITIES FOR NEXT REPORTING PERIOD

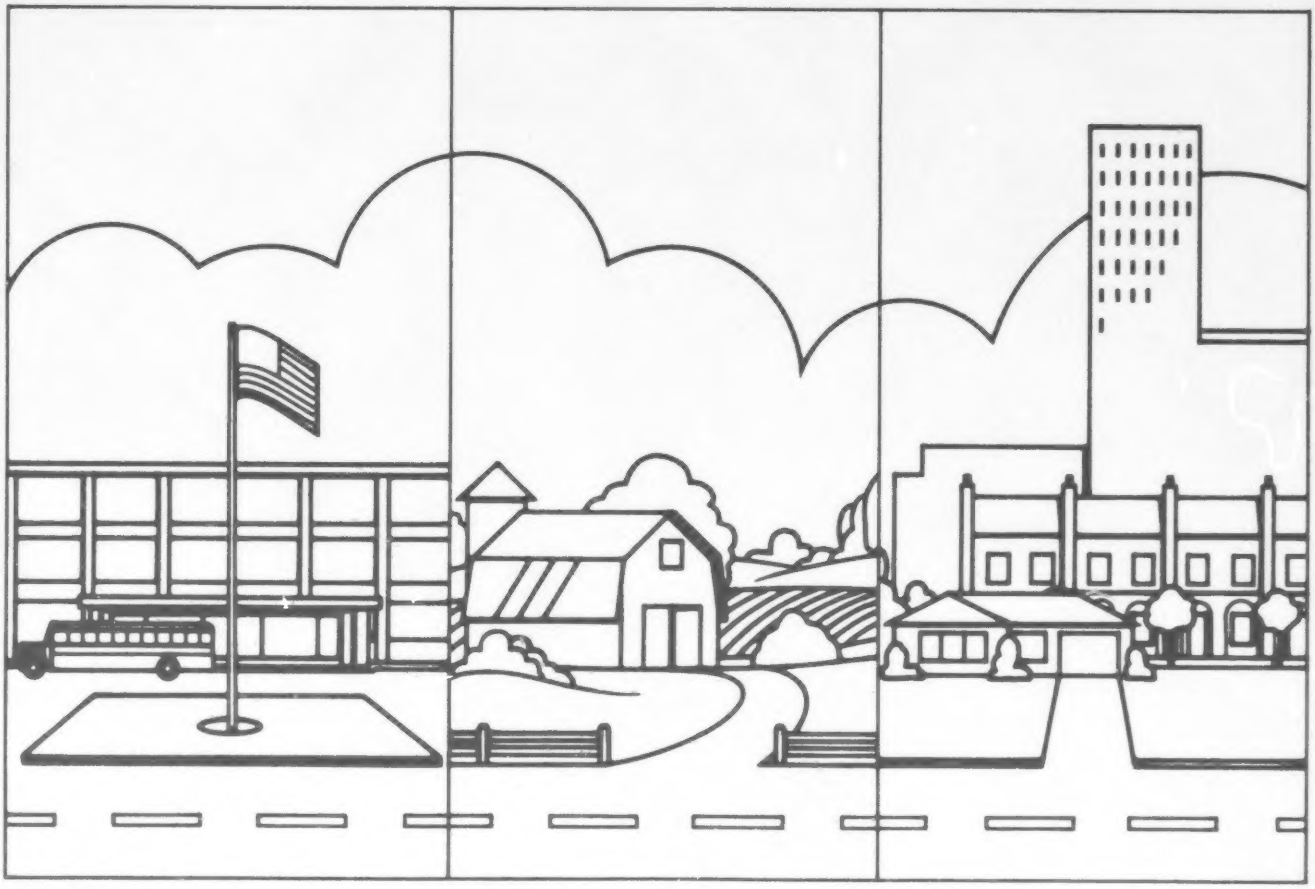
IV. ASSISTANCE REQUESTED OF CVE

V. COMMENTS

Note: Attach any project related reports, plans of materials, letters, newspaper articles, etc. which have been produced during this reporting period.

APPENDIX C

TELEPHONE REPORTING FORM



COOPERATIVE RURAL GUIDANCE SYSTEM

TELEPHONE REPORTING FORM

Call in ☐
Call out ☐

Person Contacted *Date*

Site *Time*

Subject Discussed

Remarks

Follow-up actions required

Signature

SUPPLEMENTS TO THE RURAL AMERICA SERIES (1978)

Increasing Guidance Effectiveness Through School-Community Cooperation

From Idea to Action: Career Guidance Plans of Rural and Small Schools

Facilitator's Guide to Staff Training for the Rural America Series

RURAL AMERICA SERIES (1976-77)

Career Guidance Program Support Information Documents

- State of the Art Review
- Life Role Development Model
- Career Guidance Resources

Career Guidance Program Process Handbooks

- Planning and Implementation
- Career Development Needs Assessment
- Behavioral Objectives
- Resource Assessment
- Deciding via Evaluation

Career Guidance and Counseling for Groups and Individuals Handbooks

- Career Counseling in the Rural School
- Desk Reference: Facilitating Career Counseling and Placement
- An Individualized Approach to Career Counseling and Career Placement
- Transitional Career Placement in the Rural School
- Career Guidance Practices

Career Guidance Program Support Functions Handbooks

- Staff Development
- Community Relations and Involvement
- Rural Community Perspectives toward Career Development

For ordering information (individual and quantity prices) and/or in-service training technical assistance, contact:

The National Center for Research in Vocational Education
National Center Publications
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210
(614) 486-3655